

THE SCHOOL JOURNAL.

NEW YORK AND CHICAGO.

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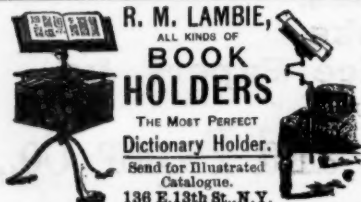
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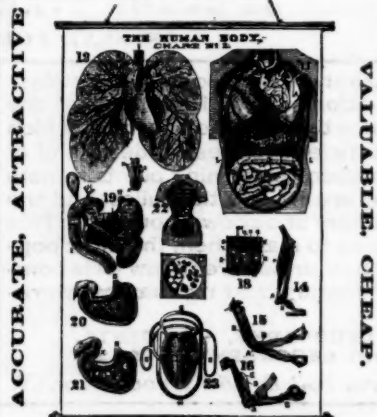
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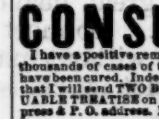
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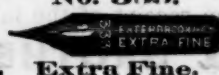
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THE TURN OF THE YEAR.

The days are brief, and dark, and cold;
The barren fields are brown and sere;
The world is chill, the world is old,
And speeds the bright new year.

The birds and flowers are away,
Or sleep in mother Earth's warm breast;
But I amid the storms must stay,
And toil and never rest!

Hush, heart unquiet and dismayed!
Soon shall the sun in strength return;
Why dost thou mourn, of life afraid?
Soon the black year will turn.

The darkest day precedes the light,
However man its depth bewails;
After the longest, loneliest night
The morning never fails.

Even as turns the faithful year
In the slow days of storm and gloom,
And spring begins her journey here
To tempt the earth to bloom,

So shall the Sun unveil His face
And all these mists in radiance burn.
Wait but His hour; take heart of grace;
Thy year begins to turn!

—Rose Terry Cooke.

A WORD OF CHEER.

There are weary feet
That we of often meet,
In paths we frequent here,
Whose steps would lighten,
Would we but brighten,
Their way, with a word of cheer.

There are loads of care
That full many bear,
As they wend their toilsome way;
But forms would strengthen,
And lives would lengthen,
If a kindly word we'd say.

There are woes untold
Which the heart may hold,
And bear with a secret grief;
But O! how often,
Might trials soften,
By sympathy's sweet relief.

If a sunny smile
Would beam the while,
That the frowns of life must chill,
How much of sadness
Might yield to gladness,
As the soul to love would thrill.

Do not count it lost,
'Tis of little cost,
Which some heart may yearn to hear.
That precious token,
Of kindness spoken,
That comes with the word of cheer.

THERE is just as much difference between teaching and hearing recitations as between praying and praying. A person may get down on his knees and say a prayer and go immediately out and drive hard bargains with no compunction, but another may pray a good prayer on his feet, while hurrying down Broadway, and rather cut off his hand than cheat a man out of a cent. Tate's "Philosophy of Education" will do no teacher any good unless he lives up to it. There is a wonderful amount of theorizing and essaying that never gets down so low as the class in decimal fractions. Its high science is infinitely too high for the primary class. The hearer of recitations is usually a scientific and pedagogical humbug. He knows too much. If he could content himself to do actual work like Pestalozzi with the little ones his star-lit philosophy would become cosmic dust, too fine for mortal use.

IT is reported that a society of journalists has been organized in Boston called the "M. Y. O. B's." They profess to follow strictly their excellent motto, "Mind Your Own Business,"—but in practice they studiously ignore it;—New York matters are especially their delight. It is a conceit of the editors of a certain young and callow educational journal that it is the foreordained mission of certain inexperienced editorial schoolmasters in Boston to set New York matters right. They see most magnificently the mite y inconsistencies of Manhattan editors, but no force could drive into them a knowledge of the ignorance in their own brains. Conceit and culture! Would that the laws of Massachusetts could divorce them! But no, it cannot be. As it was in the past, so is it now, and so it shall be. That the promised millennium may soon come when conceit shall be consigned where culture cannot come, let us pray.

AMERICA has for some time been sending watches to Switzerland, plum-puddings to England, and coal oil to Newcastle, and the time is not distant when we shall send school-books to London. There are no school readers in any foreign coun-

try that can compare, in careful grading and educational adaptability, with the issues of the American press during the past few years. When we place side by side English and American books in this department the difference in character and fineness of illustration, as well as quality of paper and durability of binding, becomes apparent. The time was only a few years ago, when our school-books were not much to our credit. A series of school readers even now in use in some out of the way districts, contains pictures that Comenius would not have put in his illustrated school-book. They were even worse than those found in the old New England primer. But a change has taken place, and the publishers of our recent geographies, language lessons, histories, and elementary science books have spared no pains in making their books equal to the very best in any other department of publication. Since the publication of Guyot's "Earth and Man," and Ritter's works, geography teaching with us has greatly improved. We have become somewhat emancipated from the tyranny of location, and the memorizing of names and figures, and commenced to teach geography as a science even in the lower grades. Judging from the questions "set" for examination found in English journals, we judge that London teachers are more completely in the toils of geographical routinism than we are. It is a fact curious to us that in England the arithmetic work for boys is harder than for girls, possibly on the supposition that boys have more capacity for mathematics than girls have.

WORKING-MEN in the trades say that almost every day some of their number are crowded off from the ground on which they stand by the invention of new, and the improvement of old machinery and methods, but working teachers need never fear that the time will come when the invention of new methods will ever do away with the presence of a greater number of living teachers. The old mechanical system, which reduced all work to memorizing processes, and the hearing of recitations, could put a large number of pupils under the care of a single child driver, (pedagogue); but new methods demand that the active minds of teachers should come into contact with the active minds of pupils. There is no more machinery in true educational processes than there is in growth processes. Supervision and direction we admit, but machinery—NEVER.

DR. MCLELLAN, in a letter printed on the second page of this issue, takes us somewhat mildly to task for advocating quite stoutly the doctrine of education by doing. We are reminded of a good Calvinistic Baptist preacher of several years ago who gave a most conclusive argument in favor of Paul's doctrine of justification by faith. In the midst of his discourse a brother asked him how he reconciled what he was saying with what James taught when he said: "By works a man is justified and not only by faith." "When I preach Paul I preach Paul," said the preacher, "and when I preach James I preach James." This story only applies to us in part, for we preach an education by doing all the time, in fact, we have found no time for several years to teach that an education can be gotten except by and through the senses. The mind can think without the activity of the senses, but trained—educated—never. This is our doctrine, and the sooner it is recognized by teachers the sooner will our educational processes become as effective as they ought to be. We admit that the term, "education of the hand and eye," is misleading. It should be "education of the mind through the hand and eye," but we do not admit that the mind can be trained except through the activity of one or more of the senses.

OUR SYSTEMS OF INSTRUCTION.

Last year the state of New York spent \$14,000,000 for education. In 1850, \$1,600,000 was spent; something of an increase, and yet only 59 per cent of all pupils of school age in the Empire state attended school last year. We are said to be an educated people and, in comparison with heathen nations and darker ages, we are, but in comparison with what we ought to be we are far from being well educated. But the fact that nearly 60 per cent of New York's young people attended school last year by no means proves that all this 60 per cent were educated, or that the forty per cent who did not attend, were not educated. Let us see how the case stands.

1. It seems to be expected that all of our school population should attend school at least three months each year. This cannot be expected. Work is too urgent, young people mature too rapidly in this fast age. A young man of eighteen is older to-day than young men of twenty-one used to be a hundred years ago. There are comparatively few young people who stay at home and work for their parents on the farm or in the shop until they are of age.

2. School authorities do not provide accommodations for all of school age in their districts. There is not school-room enough to hold all the pupils if they should attend school at the same time; and the fact now stares us in the face that the whole number who attend the schools for some period of the year in proportion to the whole number of school age, has been growing smaller since 1870, according to the recent report of State Superintendent Draper. Yet it is true, as Mr. Draper says, that those who do attend the schools, go with greater regularity than formerly. Thus it is in education as in commercial life, the rich are growing richer and the poor poorer. As far as the schools are concerned fewer are obtaining an education in New York than sixteen years ago, but this minority are getting more learning than their older brothers and sisters did.

3. Several questions most pertinent in this connection may be asked: Are our public schools meeting the demands of humanity?—in other words, are they educating the people as they ought to? Far be it from us to intimate that they are failures, but far be it also from us to even intimate that they are as great a success as they ought to be. Why?

- a. Because methods of instruction have remained essentially unchanged in theme for a generation.
- b. Because inexperienced persons are frequently employed to instruct them.
- c. Because it is customary in most district schools to change teachers twice each year.
- d. Because text-books are not free.
- e. Because the pay of teachers is insufficient to lead competent persons to make teaching a permanent occupation.
- f. Because there is no unity of purpose in the system.
- g. Because there is no professional compact between teachers.
- h. Because our schools attempt to cover too many subjects.
- i. Because our teachers are so afraid of sectarianism they have almost driven morality out of the schools.
- j. Because memorizing book lore is considered education.

How can all this be remedied?

- a. By modernizing methods of teaching in all schools, small as well as large.
- b. By employing competent persons to teach during good behavior in the same place at living salaries.
- c. Making text-books free.
- d. Unifying all our state systems.
- e. Creating a professional pride and compact.
- f. Simplifying the courses of study and training the hand and eye; in other words, making schools prepare for the work of the world as it now is.
- g. Giving opportunity to those who wish to receive special religious instruction from the various religious teachers to attend their classes, but by all means letting our schools teach religious doctrine as the basis of all morality.
- h. Teaching the people what the education of the whole boy or girl means.

ALL that you can depend upon in a boy, as signification of true power, likely to issue in good fruit, is his will to work for the work's sake, not his desire to surpass his school fellows; and the aim of the teaching you give him ought to be to prove to him and to strengthen in him his own separate gift; not to puff him into swollen rivalry with those

who are everlastingly greater than he. Still less ought you to hang favors and ribbons about the neck of the creature who is the greatest, to make the rest envy him. Try to make them love him and follow him and not struggle with him.

RUSKIN.

A DECLARATION OF BELIEF.

The industrial association of this city has found it expedient to issue a declaration of what it believes to be true educational doctrine.

The association holds that:—

I. The complete development of all the faculties can be reached only through a system of education which combines the training found in the usual course of study with the elements of manual training.

II. The current system trains the memory too largely, the reasoning powers less, the eye and the hand too little.

III. Industrial training to have its fullest value must be an integral part of general education. While valuable in some measure alone, it is alone little better than manual training as leading to the learning of trades.

IV. It is not the aim of manual training to teach trades. That boys and girls will, if educated according to the system which it advocates, be better able to take up the study of any particular trade, it recognizes as one of the results of the system. It is the development of all the faculties which it holds to be the essential aim of the system.

V. The fact is generally recognized among those best informed on the subject of education that the kindergarten system produces the best results with young children. The association claims that the system which combines industrial training with the usual and necessary branches is nothing more than a development of the kindergarten theory; a system found wise for young children, modified and adapted to children of more mature growth.

VI. As children, wherever found, possess the same faculties and develop the same characteristics, this system should be introduced into all classes and grades of schools, the private as well as the public school, and not alone in the primary public schools, but in all those of more advanced grades.

VII. This system tends to the development of certain moral qualities as well as to the development of the intellectual faculties.

VIII. The various occupations which are by this system given to the children, render study less irksome than any system can in which the exercise of the faculty of memory is alone involved.

IX. There exists in this country a widespread disinclination for manual labor which the present school system seems powerless to overcome. There is a wide range of occupations which our boys and girls might with advantage enter were it not that they are prevented from doing so by a false view of the dignity of labor. One of the results of this system of education will be to destroy a prejudice which in a measure arises from a want of familiarity with hand work.

X. The first and last object of the association, the main reason for its existence, is the creation of a public interest in this system and a public belief in its value.

A VOLUME to aid the teacher in attaining professional fitness, has just been published by E. L. Kellogg & Co., entitled, the "National Question Book." It points out the steps by which the earnest teacher may advance himself. It has been prepared by Mr. E. R. Shaw, Principal of the Yonkers High School, author of "School Devices."

THE cut of the Lawrenceville school which appeared in the JOURNAL a few weeks ago, and the full page illustration of the New York Trade Schools were from the *Sanitary Engineer and Construction Record*, the best paper of its class in this country.

THIS week we give good things from several state association meetings, and next week we hope to be able to give more of the same kind.

THE foot-note of "Educational Law, II." published Dec. 25, should have read "Illinois Revised Statutes, 1874, chap. 122, § 13, provides:—"

In 1850 the New York school system cost the state \$1,600,000; in 1860, ten years later, the amount was increased to \$3,700,000; in 1870, \$9,900,000; in 1880, \$10,800,000; in 1885, \$13,400,000 and last year the amount was between \$15,000,000 and \$16,000,000. There are 31,000 common school teachers and 11,912 school houses. The teachers wages last year amounted to \$9,000,000 in round numbers. In building new and repairing old houses \$3,000,000 were expended. The valuation of school property in the state is \$35,000,000. The average value of country school property in towns is \$1,088.68 and in cities \$45,000. The number of children of school age is 1,800,000, and the actual attendance 1,024,000. There are 112 districts in the state.

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How often will scholars be called upon to use such words as *aterialize*, *apothosis*, *antitypical*, *caisson*, *empyreal*, *ghoul*, *guerrilla*, *howitzer*, *mishawaka*, *terre Coupee*, *wassail*, etc., etc? This is a specimen of the words that have appeared recently in several educational journals, headed by the casual remark, "For boys and girls to spell"!!!

If some such mental gymnastics are necessary for the proper "discipline of the mind," why would it not be better to take the ordinary words of some foreign language, the Chinese, for example, that the child may have occasion to use some day, rather than to spend his time and energy on words that the ordinary mortal will never see or hear?

DOES it pay to teach? Never in money; always if one rejoices in another's gain. He who works to benefit another cannot expect to get the rewards he gets when he only works for himself. But we believe that teaching is more likely to pay if it be well done. Not only does good teaching benefit the pupil most, but it benefits the teacher most. Let those who are striving for better rewards strive to do better teaching. Let the teacher widen his influence, undertake a broader style of work, propose for and ascend to higher positions. The field he occupies may not be able to yield better rewards; if not, let him bravely determine to do twice his present work elsewhere. Henry George says the workman wants to do less and get more. We say the teacher who wishes to advance his remuneration must increase his work both in quality and quantity.

A PUPIL was once told in an arithmetic class: "You shall not recite in another class until you get this lesson." She was kept after school, urged, scolded, and at last punished, but she could not get the lesson. All her thoughts departed as soon as she tried. She never did get the lesson; and through all her life had an aversion for mathematics, no amount of study could overcome. A judicious change of work, at the critical time, would have cured the difficulty, but under a mistaken notion that the only way to be busy is to continue doing one thing until it is done, this poor girl received a life-long mental injury.

WE are indebted to the Hon. Jno. W. Holcombe for the Indiana reports of the state department of education for the years 1872-73, '74, '76, '78, '80, '82, and '84. These volumes will form a valuable addition to our editorial library, which will be used to the advantage of the readers of the JOURNAL.

EDUCATION BY DOING.

BY JAS. A. McLELLAN, LL.D., ONTARIO

Education by doing is an exact principle; but many have but a hazy idea of what this means; the sound "doer" I think, is also the sound thinker. No doubt, too, "words without things," is not sound philosophy (or pedagogy); but what about things without words? Again we have with almost nauseating reiteration, "the observing powers," "the observing powers"—"cultivate the observing powers!" Sound, undoubtedly sound. But what about the reflective powers? Again, is not the cry of "practical," in education over done? What is the truly practical? I suppose that the truth lies somewhere between the extremes that are so zealously advocated in the *campi philosophorum*. The mistakes seem to me to arise from separating (and exciting) one element of human nature from the complex whole,—e.g. in your remarks on Mr. Marble's "Presumption of Brains," you say "a child without his senses has no sense"—true, but on the other hand, what about the "senses" minus the child—i. e. the whole that makes the Ego, the thinking thing? The senses, "the eye, the ear, the hand, etc.," are excellent things, but THEY DON'T THINK, and this is so whether you regard the mind as a function of the organism, or a distinct

entity. For a sensation (as of sight) does not accurately correspond with the physical stimulus without the action of something intermediate; the image, e. g., of a house, formed on the retina, is not the mental image. The OPTICAL image is minute, and inverted, and of two dimensions; the mental image is large, erect, and has three dimensions. So that there must be a brain, or something, somewhere and somehow operating on the STATE of the organism as produced through the senses. I suppose that it was Marbelle's design to vindicate the claims of this "something" to fair consideration. So, surely there ought to be some limitation to your explicit statement, "A child that can do nothing knows nothing," "there is no education in pure thinking apart from doing." Doubtless there is truth in all such statements—but they contain not the whole truth.

SIT LUX.

BY SUPT. CHARLES JACOBUS, NEW BRUNSWICK, N. J.

Imagine a world in perpetual darkness; processes of nature going on in all of their wonderful workings; beautiful forms, colors, and adaptations, however, unperceived, and therefore unappreciated; sense of sight unnecessary, and feeling alone exercised by which the mind could know only partially of the wonderful character of God's creations: Darkness, darkness, every where! If we imagine this state of things even for a moment we will be led to appreciate the importance of the divine command in the very earliest stages of the manifestations of creative power, "Let there be light." At the very threshold of God's wonderful seven days of work, light was called into existence, as a seeming necessity, even for Almighty Deity, in the carrying out of His eternal plans, though to God the darkness and the light are really both alike.

In no sphere more than in that of the teacher is the sentiment worthy to be repeated. Yes! "Let there be light," and let those who heretofore have walked in darkness know that the edict is still being proclaimed, and obedience thereto in the realm of the teacher's work is being faithfully and zealously rendered.

I was with the sexton of one of our largest churches a few weeks ago after all arrangements had been made for the lighting of the building by electricity. Darkness reigned within, but all that was necessary was to "turn on the light." The mysterious current was flowing through the wires connecting with the great dynamo at the central station, but it did us no good. It needed to be turned on, and then by a simple movement the sexton flooded the church with light, revealing the beautiful organ and all the handsome interior decorations of the building. And a thought something like this has since occurred to me:—Many teachers are in darkness; their course is not illumined. They would like the light. It is all around them and all they have to do apparently, is to turn on the light. The great central stations are the editors sanctums and publishing rooms of the educational journals and literature of the day, working hard day and night to keep up the light-giving current. None need be in the dark, only let them turn on the light, and focus it upon their work, and the methods by which they strive to be successful will be more lucid and reasonable, and the ease with which they accomplish their work will surprise them. "Sit lux." Turn on the light.

THE ASSOCIATION OF ACADEMIC PRINCIPALS, N. Y.

On the last Tuesday in December there assembled in Syracuse a notable body of educators. As an organization, the "Associated Academic Principals," of the state of New York is only a year old, but it has an organ, *The Academy*, that ranks not far from the first among the educational magazines in the country. The matters discussed at such a gathering primarily concern only the high schools and academies, yet there were present at the holiday conference men whose names are synonymous with breadth of view and integrity of purpose. There was President Adams, of Cornell University, whose plain appearance would lead one to believe his humorous statement that, under the Cornell method of reading Latin, his sophomores could understand the involved Roman sentence better by hearing it read than he himself could from the printed text before him. When, later on, he unconsciously complimented the association by saying that the faculty at Ithaca had deferred a final decision upon some question in order to consult with the principals, a thrill of pleasure passed through the audience, and the

gentleman's plainness was forgotten. Near him sat the venerable Dr. Sheldon, of Oswego, master over two generations, and vigorous yet. His well considered plan for the consolidation of our dual system of state supervision may prove to be his crowning success. New York's Andover, Colgate academy, was represented by its principal, modest in manner and polished in speech. At opposite sides of the room sat the popular State Superintendent Draper and the actuary of the regents, Assistant Secretary Watkins, each working earnestly for the educational welfare of the Empire state, but probably destined soon to enter upon a struggle for official existence. The thoughtful silence of each upon some topics discussed betokened the wary antagonists. It was evident that the principals will not willingly see the work of the regents essentially changed. A village high school that supplies text-books freely to all its students, and in return receives annually \$2,000 in non-resident tuition, found a fit representative in Prin. Barto, of Ithaca, young, straight, and energetic. The new principal of Albany high school was studied with interest, for he steps into the shoes left vacant by Dr. Bradley, our former metropolitan. His new neighbor, Principal Mead, of Troy, was keener of sight if not so ready in language. When such men gladly give two days out of a brief holiday rest to informal interchange of views, and to the rectification of lines along which secondary schools must move, a looker-on may feel sure that educational progress is not backward.

Some of the definite actions of the conference were a request to the regents to hold the November examinations two weeks later; endorsing Superintendent Draper's plan for a uniform basis for licensing all teachers; requesting the colleges to agree upon some uniform minimum standard for entrance qualifications; adopting a resolution that college diplomas should be accepted as proper evidence of intellectual qualifications in a teacher, and unanimously adopting another resolution commendatory of the regents. Occasionally a vote was taken and a question carried almost unanimously, only to be treated a minute later to a unanimous vote for reconsideration; whereat the city reporters quietly smiled.

Little Falls, N. Y.

LEIGH H. HUNT.

SUGGESTIONS AND DIRECTIONS.

BY COL. FRANCIS W. PARKER.

Education is the working out of the design of the human being into character.

The nature of the being determines the external conditions which must be applied at each stage of growth for the normal out-working of the design.

Natural teaching presents these conditions in proper proportions and in the proper time and place.

1. Study the nature of the human being and the internal conditions of growth.

2. Study the external conditions of growth, the influence of mind over mind, the subject to be taught, the skill to be acquired.

3. Study the adaptation of the external conditions of personal influence, knowledge, modes of expression to the internal conditions of growth.

A course of study should be an outline of all the subjects which can be used in school for development. These subjects should be arranged according to their adaptation in grades to the growth of all the powers of body, mind, and soul.

The highest intellectual action is found in choosing the best conditions for self-growth; the highest moral action is found in using one's physical and intellectual powers for the good of others. The human being works out his own design; that is, all education is by work.

To train pupils to work; to work for others; to do the work immediately necessary for all-sided growth; to train them to love work; to work systematically; to put all their energies into work; to work with the least possible aid, and for no hope of reward except the joy of overcoming, and the good of others, is the true aim of education,—the end of normal growth.

In beginning the work of teaching pupils whom you do not know:

1. Ascertain by careful, prolonged, thorough, and all-sided examination your pupils' motives and habits of work; what they know, what they can do, and how they do it.

(a) The work given pupils should be directly adapted to their power to do work and their habits of working. If the work is too easy—i.e., something that they have done well before—or if the work is too difficult, something beyond their powers, then the result will be a failure.

(b) Discriminate sharply between means and end; use all that the pupil knows or can do as a means for taking a higher step, but do not take time in attempting to teach pupils what they have already learned, or to do what they have already learned to do well. The most difficult task in teaching is to train pupils to do thoroughly that which they have done repeatedly and done carelessly.

(c) Do not judge a pupil by a narrow standard; find out all that he knows and all that he can do which comes in the line of character building.

(d) Take all the time necessary to do good work.

2.—PREPARATION. Learn thoroughly the great body of knowledge which pupils are to acquire; study the relation of one subject to all other subjects and the relation of all modes of expression to thought.

(a) In order to teach a grade, the teacher should not only know the work of that grade, but the steps which lead to and the steps which lead beyond to the highest grade.

3. Prepare each and every lesson with the greatest care; no matter how well you think you know the lesson, go over thoroughly every step of the ground.

(a) First get the thought of the lesson; acquire distinct concepts which you wish to build into the minds of your pupils; prepare yourself to answer every proper question which they may ask.

(b) If the pupils are to read, master the thought you wish them to get by reading; if there are problems to perform, understand thoroughly the relation of the numbers, and use figures simply to express, or get thought.

(c) In teaching geography acquire distinct general concepts of the continents or countries to be taught, then learn all the details that you wish your pupils to put into the concepts. Prepare carefully the reading that is to aid in acquisition of concepts.

(d) Observe in science teaching all you wish your pupils to observe; place yourself continually in the position of a pupil and work out the same problems he is to work out.

(e) Use all authorities possible in acquiring the details of a history lesson.

4. The preparation of technical work is of the greatest importance; by technical work is meant skill in the expression of thought, to wit, speech, writing, molding, modeling, making, painting, drawing, music, and gesture.

(a) All expression should be along the lines of the least possible physical resistance consistent with the highest degree of intelligibility and legibility.

(b) It is a very important fact for teachers to know that their approximation to perfection in skill of expression by whatever mode, diminishes to a very great degree the effort on the part of their pupils to acquire the same skill.

(c) Therefore teachers should be constantly striving to make themselves perfect in all forms of expression, in perfecting writing, drawing, moulding, &c.

5.—CONCENTRATION. All teaching and means of teaching should be at all times concentrated upon the development of the thought power.

(a) All modes of expression should be used immediately for the development of thought power. In the practice of the highest art of teaching, a mode of expression is never used merely for the sake of acquiring the form, that is, each form of expression should have immediate and direct reaction upon thought.

(b) Each mode of expression has its peculiar, distinct, and indispensable function in concept building; therefore the use of all modes of expression is essential to the proper development of thought.

(c) Talking demands quick mental action and allows for constant modification of thought.

(d) In writing a slower process of thinking may be used; the forms of expression being more objective than the oral form; one pupil may depend upon another for his expression, which lessens original activity; in writing, properly conducted, each pupil is thrown upon his own resources.

(e) Painting demands the closest observations of colors, surfaces, and the limitations of surfaces.

(f) Drawing demands the closest observation of outlines. The greatest danger, both in painting and drawing, is that pupils may be trained to represent conventional instead of actual forms; this process closes the pupils' eyes to real observation.

(g) Both modeling and making are the fundamental means of concept building.

(h) Music arouses thought and consequent emotions, which can be aroused in no other way.

(i) Bearing and gesture express character more plainly than any other form of expression.

6. All subjects of thought should be concentrated upon concept building.

(a) Observation, reading, and hearing language are the three principal means of thought evolution; the use of each means should be governed by the power of pupils to think.

(b) Form and geometry should be used when clear concepts of space, area, or volume are necessary.

(c) Number is that element of thinking which must be used when definite concepts of distance, area, volume, bulk, weight, force (motion and time), and values are necessary to mind growth.

(d) The accidents of grammar should be taught all along the line whenever the knowledge of them will give more immediate power in getting and expressing thought.

(e) The same may be said of the derivation of words; teach the derivation of a word when the derivation of that word will be a direct help in the evolution of thought.

(f) The natural sciences are organically associated each with the others—and all sciences have the closest relations to every other subject taught in our schools. Botany, zoology, and physiology are really one and the same subject; geography is the basis of history; history cannot be understood without geography and literature; political economy and the science of government grow out of history.

7. THE BEST.—Never allow or accept any work from the pupil which is not the result of his best efforts. Always effectively demand the best from your pupils, both in thought and expression.

(a) Learn to know the best each one of your pupils is capable of doing in every direction, and then always strictly require the best efforts.

(b) Never praise pupils for results, but always recognize effort to obtain results.

(c) In recitation demand the closest attention; if a pupil lags or shows the slightest inattention ask him a question or give him some special work to do.

(d) Never allow a pupil to use an incorrect oral sentence (when due confidence on his part has been acquired).

(e) Never allow a pupil to use an incorrect written sentence; never allow a pupil to spell, punctuate, or use capitals incorrectly.

(f) Always demand your pupils' best writing.

(g) From the beginning to the end never teach anything incorrectly; have the writing correct in form.

(h) Never use a wrong form for the purpose of teaching a right form; in spite of your best efforts, pupils will make all the mistakes necessary (?) for correction.

(i) Teach the right, the true, the positive, and let the wrong, the negative, severely alone.

8. THE PURPOSE OF A RECITATION is to aid pupils to work earnestly and persistently in the right direction with the least possible urging, explanations, and aid.

The right directions are those which steadily tend to the development of powers, the foundation of habits which result in developing the highest character of which the pupil is capable.

(a) Recitation which does not make your pupils study or work more and better, is a failure.

(b) As all real development has for its foundation the evolution of thought power, therefore each recitation should have for its sole purpose the making of some particular concept or thought more adequate.

(c) Questioning is a principal means of leading pupils to think a profitable question demands a concept, a judgment or a generalization which your pupils must recall or make.

(d) Best effort is brought about by minimum assistance on the part of the teacher; never explain anything unless absolutely necessary; never help pupils when they can help themselves. Make yourself as useless to their work as possible.

(e) Never explain anything in numbers or primary arithmetic; everything explained means a loss on the part of the pupil of the power to investigate.

The most successful recitation is that one which causes in each and every pupil the highest degree of mental effort.

9. ORDER limits all the energies of body, mind, and soul to the work in hand.

(a) When a pupil is thus engaged he is assisting his schoolmates in the best possible way.

(b) The joy of overcoming the real genuine obstacles which lie in the pathway of true progress is a sufficient incentive and reward for best efforts.

(c) Disorder, inattention, and laziness are the direct results of poor or bad teaching.

(d) Pupils should be in order all the time in school. When interest in work is lacking on account of bad

teaching, compulsion must take the place of interest until an interest is aroused—failing in the latter, the school is a failure.

10. PROMOTIONS.—A pupil should be promoted at any time when he can do more good in a more advanced class.

(a) Power to do work should be the basis of promotion and not acquired knowledge.

(b) Pupils should never be promised promotions as rewards—promotions should never be rewards,—effort alone should be rewarded.

(c) Teachers should eagerly watch for all attempts to do better, and they should discriminate closely between merely quick-witted or brilliant pupils and those who acquire power through a long, persistent struggle.

11. MOTIVE.—The one essential point of all education is to develop the desire on the part of pupils to be of the highest and best use to humanity.

(a) Above all knowledge, principles, and methods stands the personal influence of the teacher, and that influence must have behind it a complete self-sacrificing love for each and every child under his charge.

THE SCHOOL-ROOM.

The object of this department is to disseminate good methods by the suggestions of those who practice them. The devices here explained are not always original with the contributors, nor is it necessary they should be.

MEMORIAL DAYS.

BY N. O. WILHELM.

I.—Objects.

1. Cultivates expression.
2. Creates love for history.
3. Trains observation and memory.
4. Cultivates the morals and motives.
5. Creates an interest in the person or thing.
6. Adds a pleasant and profitable variety to school-work.
7. Interests parents, and induces them to visit the school.

II.—When?

1. On a day that calls to mind some notable event.
2. Near the end of a short term, or just before Christmas vacation, and at the end of the term; or not oftener than once a month.

III.—What?

1. Special exercises for special days—as Independence Day, Christmas, New Year's, and Arbor Day.
2. Appropriate exercises for some noted personage, on his death-day, birthday, or the anniversary of an event in his life.

IV.—How Conducted.

1. A school song or solo every ten or fifteen minutes.
2. A few appropriate declamations, dialogues, and quotations.
3. Essays by the scholars, of from seventy to three hundred words.
4. Selections from his works, read or recited on an author's memorial day.

The following is a classified list of days that may be observed:

I.—LITERARY PEOPLE.

	BIRTHDAYS.
Bayard Taylor,	Jan. 11, 1835.
Edgar A. Poe,	Jan. 19, 1809.
Lord Byron,	Jan. 23, 1788.
Robert Burns,	Jan. 25, 1759.
Charles Dickens,	Feb. 7, 1812.
Victor Hugo,	Feb. 26, 1802.
H. W. Longfellow,	Feb. 27, 1807.
Torquato Tasso,	March 11, 1544.
Jean Paul Richter,	March 21, 1763.
Washington Irving,	April 8, 1743.
William Shakespeare,	April 23, 1564.
David Hume,	April 26, 1711.
Joseph Addison,	May 1, 1672.
W. H. Prescott,	May 4, 1796.
Alexander Pope,	May 22, 1688.
Thomas Hood,	May 23, 1795.
R. W. Emerson,	May 25, 1803.
John G. Saxe,	June 2, 1816.
Mrs. H. B. Stowe,	June 14, 1812.
Richard Hildreth,	June 28, 1807.

	DEATH-DAYS.
Daniel DeFoe,	April 24, 1731.
Frederick Schiller,	May 9, 1805.
Mrs. Felicia Hemans,	May 12, 1835.

Nathaniel Hawthorne,	May 19, 1864.
William Cullen Bryant,	June 12, 1878.
Mrs. Elizabeth Browning,	June 29, 1861.

II.—STATESMEN.

Marcus Tullius Cicero,	Jan. 3, 106 B.C.
Edmund Burke,	Jan. 1, 1730.
Salmon P. Chase,	Jan. 13, 1808.
Daniel Webster,	Jan. 18, 1782.
Abraham Lincoln,	Feb. 12, 1809.
J. C. Calhoun,	March 18, 1782.
Otto E. Leopold Bismarck,	April 1, 1815.
Thomas Jefferson,	April 2, 1748.
Henry Clay,	April 12, 1777.
Louis Adolphe Thiers,	April 16, 1797.
William H. Seward,	May 16, 1801.

Edward Everett

III.—SOLDIERS.

Robert E. Lee,	Jan. 19, 1807.
George Washington,	Feb. 22, 1732.
Duke of Wellington,	May 1, 1769.
Ulysses S. Grant,	April 27, 1822.

Napoleon Bonaparte,

IV.—INVENTORS.

Benjamin Franklin,	Jan. 17, 1706.
Thomas A. Edison,	Feb. 11, 1847.
George Stephenson,	June 9, 1781.

Robert Fulton,

V.—EXPLORERS.

Dr. David Livingstone,	March, 19, 1813.
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Dr. Elisha Kent Kane,

Sir John Franklin,	June 11, 1847.
Henry M. Stanley arrived at Zanzibar, Africa	Jan. 6, 1871.

VI.—SCIENTISTS.

Sir John William Lubbock,	March 26, 1803.
Louis Agassiz,	May 28, 1807.

Charles Robert Darwin,

Alexander Von Humboldt,	April 20, 1782.
Sir John W. Herschel,	May 6, 1859.
	May 11, 1871.

VII.—GREAT TEACHERS.

John Henry Pestalozzi,	Jan. 12, 1746.
Friedrich Froebel,	April 21, 1782.
Horace Mann,	May 4, 1796.
Thomas Arnold,	June 13, 1795.

VIII.—ARTISTS.

Peter Paul Reubens,	June 29, 1577.
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Michael Angelo,

	Feb. 17 (18?), 1563.
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IX.—MUSICIANS.

George Frederick Handel,	Feb. 23, 1685.
Joseph Haydn,	March 31, 1732.

Ernst Von Weber.

	June 5, 1826.
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BEGINNING WORK IN GEOGRAPHY.

BY PROF. GEORGE GRIFFITH, NEW PALTZ STATE NORMAL SCHOOL, N. Y.

I. As a rule, work in geography is begun too early in the school course.

I believe this for the following reasons:

1. The work in geography, beyond a few lessons on directions and distances, requires, almost from the start, a well-developed imagination or power of mental picture-making not possessed by the very young child.

2. In most of our courses of study the little ones have new and difficult studies forced upon them too fast for either profit or safety.

3. More than in the case of some other studies, my experience has taught me that there is the greatest economy both of time and effort in postponing the beginning of geography until the pupils are somewhat matured.

The proper time for beginning geography is, in my opinion, about the fourth year in school, or when the pupils are about through with their third readers.

II. Unnecessarily elaborate preparations for the formal study of geography are frequently provided for in courses of study.

To properly study the geography of a section of country that cannot be actually seen by the pupil requires

the production, in the mind of the pupil, of a correct and vivid mental picture of that section of country,—its outline, relief forms, drainage, etc. The mind of the pupil must be stored with proper material,—“concepts” or “ideas” of peninsula, valley, river, etc.—the elements which are combined to produce such pictures. To furnish this material is the preparatory work in geography, and is the main object of teaching local or vicinity geography.

The work that should be done to fit pupils for beginning the formal study of the geography of different states and countries can be accomplished, with pupils of proper maturity, in one-half year, or at most in two-thirds of a year. To outline this preparatory work and give some suggestions for accomplishing it will occupy the remainder of this article. It may not be improper to add that this course of study has not been entirely “evolved from my inner consciousness,” but is my theory modified by actual trial in a school-room, and in its present form has been used for two years in five large schools. In these schools it has given the pupils a good preparation for the use of their text-books in geography for the further pursuit of the study.

III. Course of Study, Geography, Fourth Grade, First Half year.

1. Directions,—up, right, north, etc.
2. Distance,—by actual measurement—by the eye. Tables of linear measure.

3. Maps carefully developed:

- (a.) Full size of
 - Book.
 - Top of desk.
 - Top of table, etc.

- (b.) On different scales, of
 - School-room.
 - School-house.
 - School-grounds.

These should all be drawn from actual measurements made by the pupils, and upon “scales” made by the pupil, guided by the teacher. Teach directions on maps.

4. Mold and then map immediate vicinity as, district, town, ward, city, and county.

The number of steps in the development of this part of the work will be determined by the needs of the pupils. Be absolutely sure that clear and definite ideas are always secured. Train the pupils in mental picture-making. Test their mental pictures by asking them to show you by diagram, map, or picture what they “see in their minds.” Now show them that pictures, maps, moldings, and verbal descriptions are aids to the formation of these mental pictures of places, countries, etc., not possible to be seen by the pupils, and that they must study them as such,—the *representations* and not the *realities* of geography. Do not be satisfied until the ordinary pupil rightly understands what a map is until such a map generally calls up in his mind a picture of the section mapped. Wherever in this preceding work any natural division as hill, creek, plain, etc., comes under observation, descriptions of such divisions should be brought out and the proper name attached.

5. Develop properties of a sphere.

- Surface.
- Volume.
- Center.
- Circumference.
- Diameter.
- Circles.
 - Great.
 - Small.
- Axis, Poles, Equator.

6. The world a sphere. Its size. Show and study a terrestrial globe.

7. Important natural divisions of water, studied from

- Observation.
- Molding.
- Pictures.
- Maps.

Definitions of these deduced and accurately memorized.

8. Movements of the earth illustrated and the simple results—day, and night, and year—explained with a globe.

9. Ideas of climate, productions, commerce, government, etc., developed from examples within the personal experience and observation of the pupils.

10. Proceed to the topical study of states, grand divisions, or hemispheres at the teacher's option.

Pupils should read upon the above topics from all the primary geographies that can be secured. Reading of books of travel and description should be done by and to the pupils, to arouse interest and enthusiasm in the new study. Pictures of animals, cities, natural scenery, etc., should illustrate the reading and stories. Specimens from our own and other countries, especially if collected by the pupils, will add interest.

N. B. (a) Never do for a pupil what you can lead him to do for himself.

- (b.) Develop the idea before giving the term or word.
- (c.) Proceed from the known to the unknown.

PAPER FOLDING.—II.

By SUSIE E. BITHER, CEDAR FALLS, IA.

GEOMETRIC SOLIDS.

11. Frustum of a quadrangular pyramid. Draw an octagon, from that draw a figure like the cut; cut out and crease on the lines, fold the small dark square in for the top, and paste the light one on it. Fold the light side in as in forming the pyramid; bend the large dark square in for the base, paste the light one on it.

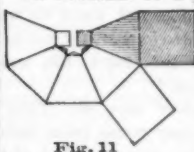


Fig. 11

12. Frustum of a triangular pyramid. Draw an octagon, from that draw a figure like the cut; fold the dark side in as in forming the pyramid; fold the small dark equilateral triangle in for the top, paste the light one on it. Bend the large dark equilateral triangle in for the base, paste the light one on it.



Fig. 12

13. Hexagonal pyramid. A pyramid having six sides. Draw a figure like the cut; cut out and crease as the lines indicate; fold the dark side in, paste the outer light side on it, bend the dark hexagon in for the base, paste the light one on it.

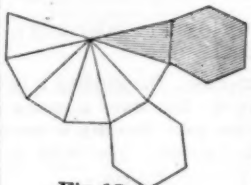


Fig. 13

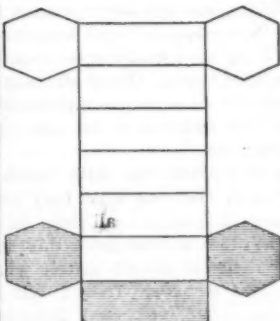


Fig. 14

14. Hexagonal prism. Draw and cut out a figure like the cut; crease as the lines indicate; fold the dark side in, paste the sixth side from that on it, bend the dark hexagons in for the ends, paste the light ones on them.

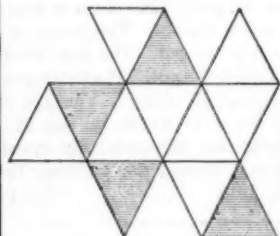


Fig. 15

15. Octahedron. A solid having eight equilateral triangular sides. Draw and cut out a figure like the cut, crease as the lines indicate; fold the dark parts in and paste the light parts on them to hold them in place.

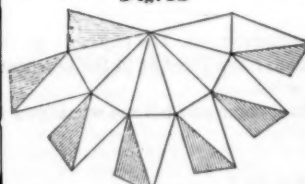


Fig. 16

16. Dodecahedron. A solid having twelve sides. This has twelve triangular sides. Draw and cut out a figure like the cut; fold the dark parts in, paste the light ones on them. Six triangles form a point.

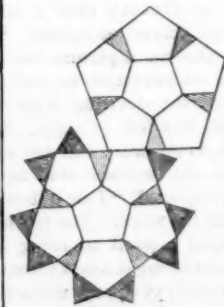


Fig. 17

17. Dodecahedron. This has twelve pentagonal sides. Draw two pentagons as shown in cut, draw the other lines; crease on the lines, cut on the heavy lines to the center pentagon; fold the dark parts in and the two pentagons together, one forms the top and the other the bottom of the solid. Paste the light parts on the dark.

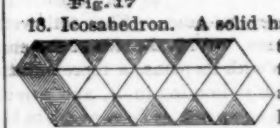


Fig. 18

18. Icosahedron. A solid having twenty equilateral triangular sides. Draw a figure like the cut; begin at the top, cut on the heavy lines to the second horizontal line; begin at the bottom, cut on the heavy lines to the third horizontal line. Fold the dark parts in, paste the light parts on them to hold them in place.

19. Globe. Draw and cut out a figure like the cut, each section should be twice as long as it is wide; bring the four outside ends together, shaping it over a ball; have another one like the first, place the second one over the first letting the edges meet in the middle of the under sections; paste to hold in place.



Fig. 19



Fig. 20

20. Ovoid. The ends of the sections meeting in the center are not as pointed as the ends of the sections forming the globe, but the outer ends are more pointed. Draw a figure as in making the globe, then make the outer ends more pointed and the ones meeting in the center less so; proceed as in making the globe.

SHORT VERSUS LONG DIVISION.

[For Young Pupils.]

Class may write the questions: Six is in twenty-five how many times? Write it now in figures instead of words, using the sign of division. (Result $25 \div 6 = ?$) Here it another way to write the same question $6 \overline{)25}$.

Read the question as I point. I will give you some more questions to be written that way. Nine is in seventy-one how many times? How many times is three contained in fourteen? How many eights are there in fifty-five? etc., etc. etc. Now read your questions in order.

Erase the question marks and write the answers in their places. Read your examples as you have them now. (Six is in twenty-five, four times and one over, or four and one-sixth times, etc., etc.)

Write these questions in the same way: Five is in nineteen how many times? Five in three hundred and seventy? Seven in forty-two? Seven in nine thousand two hundred and thirty-six?

To which of these examples can you give the answers easily? You may do so and read the result.

I will place one of your more difficult questions on the the board and show you a way to make it easy. Teacher writes as pupil reads from slates, $5 \overline{)370}$.

We will take a little of this question at a time. Instead of asking how many fives in 370, we will ask how many fives in 37. Answer, seven and two remainder is right, but we are not yet ready to put down our remainder because we have not finished our division. I will write the seven here and the remainder down—some where,—it doesn't matter where so that we remember it.

Now, what figure was that we neglected to divide? I will place it beside the two that we had left over. What does that look like? How many fives in twenty? I place the four in the answer and the example is done. Read what we have discovered. (Five is in 370 seventy-two times.)

Now I will erase the work I have done and you may try to do the example on your slates. (Teacher assists dull pupils, gives but a short time for the required solution, and then goes through the same program with the other example that was too difficult to do mentally.)

Practice thus the form of short division, day by day, until all of its difficulties are conquered, mixing in questions that can be solved mentally with those that must be worked out with the pencil, and training the pupils to distinguish between them. In the midst of this work, when it is well enough advanced, introduce a question like this: Thirteen is in 4,378 how many times? Some will look blank and others will try to solve it by the well known process. Let those who can, do it, and then show them how they could have made their work easier by putting it all down (long division). When the example is finished have it read thus: Thirteen is in 4,378, 336 times.

Then conduct the following catechism:

What question did we ask when this figure was our answer? (pointing to the first quotient figure.)

We asked, 13 is in 43 how many times?

How did we answer it at first?

We said 13 is in 43 three times and something over.

How did we find out how many were left?

We subtracted three times 13 from 43.

What was our remainder?

What did we do next?

We placed the next dividend figure to the right of the four.

What question did we ask then?

Thirteen is in 47 how many times?

How many times, did we guess?

Where did I place the three?

How did we find out whether that was right?

We tried if we could take three times thirteen from forty-seven.

With what result?

We could, and had eight left.

What did we do then?

What question did we ask?

How many times, did we think?

Where did I write the six?

How did we find whether it was right?

What was the result?

Next erase all but the divisor and dividend, and have the children try to reproduce the example on their slates.

Subject other examples to the same treatment until the form of the long division is familiar. Then vary your questions and train pupils to distinguish between those that must be done out at full length (long division), those that should be done with less pencil work (short division) and those which should be done without the aid of a pencil.

No. 48.

EXERCISE FOR LITTLE CHILDREN.

OBJECT:—To cultivate the picture power, and encourage observation and fix a few facts regarding vehicles.

Shut your eyes, children, and see a street car. Look hard. Can you see its curving roof? It is winter—what is that round, black pipe that comes up through the roof? Do you see the windows? and the backs of the people's heads? Do you see the conductor? What is he doing? Who is that man on the front platform? What has he in his hands? what else? What are the reins made of? How many horses has the car? I see a car without a conductor—how many horses do you suppose it has? Look under the car—what do you see? How many wheels? Open eyes. All repeat—*A car has four wheels.*

Shut your eyes again and see a milk wagon. What makes such a noise as it rattles along? What is inside the cans? What is the wagon stopping for? How much milk do you suppose the man is measuring out for the lady? See how quickly he jumps up to his seat again. How many horses has he? What do you see turning around so fast under the wagon? How many wheels? Open eyes. All repeat—*A wagon has four wheels.*

Close your eyes. Look at that ash cart. What is the man dumping into it? Why are there two men with the cart? Do they look neat and clean? How many horses have they? How many wheels has the cart? Open eyes. Repeat: *A cart has two wheels.*

Close eyes. Do you see that man with the wheelbarrow? How many horses has he? What is he putting into the wheelbarrow? Now it is nearly full. How will he make it go? How many wheels has the wheelbarrow, and what else to stand on? Open eyes. Repeat: *A wheelbarrow has one wheel.* E. E. KENYON.

A GRAMMAR LESSON.

OBJECT.—To cultivate the correct use of language, with special reference to *may* and *can*.

METHOD.—Teacher. Write an assertion of an actual fact. Assert with the verb walk. Children write, "*George walks to the station.*"

Tr. Write an assertion in which George is given permission or liberty to walk to the station. Ch. write, "*George may walk to the station.*"

Tr. If you did not know whether George would walk or ride to the station but you wanted to express the possibility of his walking, what would you write? Ch. write, "*George may walk to the station.*"

Tr. What new word have you used to express liberty and to express possibility? Ch. May.

Tr. Change only one word in the last sentence and tell me that George has the power to walk. Ch. write, "*George can walk to the station.*"

Tr. I want you to use *can* not *can't* whenever you are asked to do a right thing. Begin now by telling me some of the things that you can do. Children give sentences.

Tr. There is great power in an engineer when he says, "*I can control this engine that draws this long train.*" There is grand power in a general when he

says, "*I can take Vicksburg, I can capture Lee. I can save the Republic.*" Now let us remember that we may use *can* to express power,—physical, intellectual, or spiritual power. We must not use it to express liberty or possibility.

We will imagine that George does not want to walk to the station. His father wishes to express the necessity of his walking, what will his father say? Ch. write, "*George must walk to the station.*"

Tr. He must because his father says so. That is power from outside. A power may come from inside. We call it power of conscience. Suppose that either George or his mother must walk. The mother is old and feeble. George is young and strong. If George be the right kind of a boy, what will he say? Ch. write, "*I must walk to the station.*"

Tr. That is the *must* of duty, not of circumstances. We do not like the *musts* so well as we do the *mays* and *cans*; but, if we obey the *must* of duty we won't have much trouble with the *must* of circumstances.

SABRA L. SARGENT.

LANGUAGE LESSON ON PREPOSITIONS.

You may read these sentences: The pudding is in the pot. The cover is on the pot. The stove is under the pot. The steam is above the pot. The fire is beneath the pot. The pipe is behind the pot. The chair is before the pot. The kettle is beside the pot.

Which are the most important words in these sentences? You think pudding and pot are important, but not the other words? How about in?—not important? Then I will erase it. What word shall I erase from the second sentence?—the third?—etc. (Erase all the prepositions.) Now we will read the sentences without those unimportant words. The pudding is the pot. The cover is the pot, etc., etc., etc.

What?—they won't do without the little words?—then I will put them back. Tell me what they were. (Write the prepositions as the pupils recall them in another part of the board.) Now tell me about this little word *in*,—it is so very little—it doesn't matter which sentence I put it in, does it? No? Then I will put it here in the fifth sentence, (etc., etc., etc.) Now read the sentences:

The pudding is under the pot. The cover is beneath the pot. The stove is above the pot. The steam is behind the pot. The fire is in the pot. The pipe is before the pot. The chair is beside the pot. The kettle is over the pot. What?—that won't do either? You are very hard to please. *Must* the little words be put in the right places? Then help me untangle this dreadful piece of confusion. Where should the pudding be?—and the cover? etc., etc., etc. No. 48.

PRIMARY READING LESSON.

ORDER OF DEVELOPMENT.—1. The object. 2. The drawing, both of which rouse interest in the new word; and, 3. the written word.

LESSON.—T. Morton, come and tell me what you see here.

M. A fish.

T. Tell me what you see?

M. I see a fish.

T. Now I will write what you said.

The teacher had displayed to Morton's view a large wooden fish, with the word *cod* printed on its side. She now wrote, "*I see a fish,*" placing a picture for the word "*fish,*" and called upon several pupils to read the sentence. She next covered the drawing with the wooden fish and asked what was left in sight. The children replied, "*I see.*" Then the word *fish* was substituted for the drawing and the sentence read in its new dress. Below this soon appeared, "*I see a (nest),*" a picture being substituted for the word. The teacher, pointing to the drawing, asked a pupil to bring her something like that. The child brought a nest from the window-sill, whereon lay a variety of equally attractive objects. The drawing was erased, the word substituted, and the sentence read several times. Then followed a lesson in oral composition. With the side of the chalk and a few deft touches with its point, a representation of water, a real, live fish swimming in it, and a meditative fly considering the question, "*To be or not to be?*" were produced. With this suggestive picture for a text one of the pupils improvised a little story, containing a sermon on "*Obedience.*"

Brooklyn,

A LESSON GIVEN BY MISS EGAN.

FOR THE LITTLE ONES.

MANY MINDS.

"Ah," said a crow to a pert blackbird,
"Isn't my song the best you've heard?"
"Well—" said the bird, with a shake of its head,
"Truth in this case is better not said."
And the crow sorrowed long,
For he liked his song,
And expected to find
All of the same mind.

"Ah," said the crow to a mouse so afraid,
"Isn't my song the best ever made?"
"Yes," said the mouse, as he neared his hole,
"Always it charms me down to my soul."
Then the crow sang long,
As we do our song,
When chancing to find
Some one of our mind.

—Alice S. Webber

TWO NEW SCHOLARS.

been to school before,
They'd never been near a school-house door,
These bashful little boys.
Mamma had taught them all they knew—
She was a lovely teacher, too—
But now—just hear the noise!

Though to each other close they kept,
One bent his golden head and wept,
And the other he wept, too.
Around each neck a dimpled arm,
As though to keep them safe from harm,
A sweet child gently threw.

"The corner seat's enough for three;
Come over there and sit with me,"
She sweetly said; and—my!
They like the school so much to-day,
I know if they were taken away
They'd both tune up and cry.

—Ione L. Jones.

TWO SILLY FLIES.

"Tis a small piece of rock,"
Buzzed a fly, of a toad
Which it happened to see
By the side of a road.
"Tis a small piece of bark,"
Hummed another; "your eyes
Must be dull as a mole's:
Not a bit like a fly's—
A sharp and intelligent fly's.

"See those gray, warty spots;
Ah, I knew it was bark!"
"Just the color of rock,
Allow me to remark.
Piece of rock!" "Piece of bark!"
So they fought loud and long;
Neither one would give up,
Both, of course, very wrong—
Two flies very foolish and wrong.

In the meantime, Sir Toad,
With his dull, sleepy eyes,
Saw them wrangle, and thought:
"I will dine on these flies."
In a twinkling, his tongue
Took them both by surprise;
So he ended the fight,
And he ended the flies—
Those headstrong and quite absurd flies.

It were well just to know
(Take the hint, if you're wise)
What you're talking about.
Bear in mind these two flies—
These vain, argumentative flies.

—George Cooper.

"I'll try!" is a soldier;
"I will!" is a king;
Be sure they are near
When the school-bells ring.
When school-days are over,
And boys are men,
"I'll Try!" and "I Will!"
Are good things then.

PERSONS AND FACTS.

It is estimated that there are 325,570 telephones in this country. Nine years ago there were only 870.

MESSRS. A. H. ANDREWS & Co. of New York, have recently issued an excellent illustrated catalogue, which is sure to make all beholders long to possess some of the good things there pictured.

The old Penn farm, known as Pennsbury Manor, on the Delaware River above Bristol, Pa., was sold by the Sheriff lately. The place was William Penn's country residence during the years 1700 and 1701.

MESSRS. GINN & Co.'s catalogue is a novelty in its way. Besides exhaustive descriptions of the books which they publish, it contains a few specimen pages and illustrations from their publications and testimonials from teachers and other prominent educators throughout the country.

An anti-rent campaign has been declared in Ireland, and the government has determined to resist and suppress it. Some Parliamt members of Parliament have been summoned to answer for criminal conspiracy.

As gifts for young persons who are musically inclined, Messrs. Oliver Ditson & Co., Boston, publish some very pretty gems. One is "King Winter," a pretty cantata, and "Caught Napping," a beautiful little operetta.

The increase of the army in Germany has not been voted by the German Parliament.

Apocryph of the late rage for chrysanthemums, *Vick's Magazine* for December had a timely article upon these pretty flowers.

What shall be done with the Sunday School as an institution? is the subject of a new book now in the press of Wilbur B. Ketcham, New York.

The architrave course laid on the City Hall tower in Philadelphia, was completed Dec. 18. The tower was then 330 feet 1 1/2 inches high.

New Year's calls have passed out of fashion.

D. LOTHROP & Co. have now ready *November*, the twelfth volume of "Through the Year with the Poets." With this number Oscar Fay Adams completes his valuable series of volumes devoted to each month of the year.

There was no diminution in the amount of property destroyed by fire during 1886 as compared with previous years. The total sum will foot up about \$110,000,000.

JOHN WENTWORTH SANBORN, A. M., of Albion, N. Y., has just published an excellent little pamphlet, which will be of much help to students of Latin. It is entitled, "Roots and Stems of Words in the Latin Language Explained and Illustrated with Examples." Price, 25 cents.

THINGS OF TO-DAY.

Judge Barrett has heard the argument of Jacob Sharp's counsel for a change of the place of trial to some county other than this. It is not likely that the request will be granted.

EX-ALDERMAN McQUADE was found guilty in a New York court, Dec. 15, of accepting a bribe to vote, in 1884, for the franchise of the Broadway Surface Railroad. The jury were out only half an hour. He was sentenced to seven years' imprisonment and payment of a fine of \$5,000.

By the will of the late J. Q. A. Williams \$400,000 is left to Harvard as a fund to aid deserving students, who are to consider the money advanced as loans to be repaid if possible.

The capture of the St. Louis train-robbers and the recovery of most of the money was a clever piece of detective work. Fotheringham, the messenger, is still held on suspicion of being implicated.

GENERAL LOGAN was buried in Washington with impressive ceremonies. The funeral sermon was preached by Dr. Newman. The President was unable to attend. His health is now, it is reported, improving.

Some three hundred people were burned or trampled to death in Madras, India, a fire breaking out in a crowded enclosure at a great fair.

MR. HEWITT assumed office as Mayor of New York on New Year's day.

The working of the new Sunday law in New Orleans is exciting feeling there. On petition of 400 saloon-keepers and others, an injunction was issued restraining the authorities from interfering with places of business that were kept open. This will bring the whole subject before the courts.

JOHN ROACH, the ship-builder, is dead.

On New Year's Day Emperor William of Germany celebrated the eightieth anniversary of his entrance into the Prussian army.

Athletics is fashionable among the ladies of New York.

The real reason why Bismarck wants the German army increased is said to be the fact that France has stolen a march on the Empire and put her army on a defensive footing—not offensive, it will be noted, but merely safely defensive in case of attempted invasion.

A general election in the Dominion of Canada has been resolved upon.

Russia is exporting wheat from Caucasus.

Bills granting pensions to the widows of Generals Logan and Blair have passed Congress.

An express train struck a sled, containing twenty young people, at a crossing, near Fort Wayne, Indiana, on Saturday evening, Jan. 1, killing two women and injuring seven others.

Mrs. BOULANGER, a wealthy old French resident of Donaldsonville, Louisiana, was murdered in her house recently, by an unknown tramp. Robbery was the motive.

Chronic catarrh quickly develops into consumption. Hood's Sarsaparilla cures catarrh.

EDUCATIONAL NOTES.

ALABAMA.

Birmingham public schools are on a big boom. Enrollment, 2,000 pupils, and more to follow. Council just voted \$25,000 for six additional rooms. The live superintendent, J. H. Phillips, is pushing things wonderfully to have the school accommodations keep pace with the growth of the city. On the evening of Dec. 27, '86, Supt. Phillips was married to Miss Nellie Cobbs, one of his quondam teachers. She is regarded as one of the finest vocalists in the state of Alabama.

G. F. BREWER, principal of one of the schools of Birmingham, has resigned to take charge of the public schools of Talladega.

A. J. LAMAR, formerly superintendent of the Prattville public schools has associated himself with Prof. Alonzo Hill, who is at the head of the most flourishing female college in the state. Prof. Lamar takes the second place, and is now vice-president of the Tuscaloosa female college.

PROF. T. J. MITCHELL, president of the state normal at Florence, reports the city and the school on a big boom.

PROF. M. K. CLEMENTS, who for a number of years has been in charge of the Collinsville high school, DeKalb County, has resigned to take charge of the Atalla high school, Etowah County. Prof. Clements is a man of large experience, and Atalla expects large things from him.

The Alabama Institute for the Deaf, Dumb, and Blind, is now one of the model institutions of the state. It is presided over by Dr. J. H. Johnson, who is regarded an expert in managing such institutions. He is ably assisted by six teachers in the deaf and dumb department, and by three specialists in the blind department. The state annually appropriates \$1,800 for the support of this school. The building is a large, handsome brick structure, with all modern appliances, and is valued at \$50,000.

A bill has been introduced into the legislature proposing to establish a normal school in every county of the state. Another proposes to adopt a uniform series of text-books for all the public schools of the state.

Gadsden. State Correspondent.

J. W. DuBOSE.

ARKANSAS.

Saline County institute was held at Benton, Dec. 27, 28, 29, 30, and 31. Very interesting exercises were conducted by the teachers of the county.

DAKOTA.

Bon Homme County institute met Dec. 13. Forty-seven members were enrolled, and a very interesting and profitable week was spent. Prof. McFarland, of Scotland, conducted the institute, assisted by Prof. Young, of Tyndall, and others. Physiology received special attention. The best feature of this meeting was the real enthusiasm that marked every part of it, showing with what earnestness the teachers were seeking knowledge to aid in their winter's work. A county teachers' association was organized. This society will be a great help in raising the standard of education in this part.

The fourth annual teachers' normal institute was held at Milbank, Jan. 3-8, conductor, W. H. Dempster of Miller; Prof. D. G. Campbell had charge of penmanship, and Miss Tina Harris of primary work.

IDAHO.

An interesting institute was held at Paris, Bear Lake Co., Nov. 19 and 20. The program of the institute was carried out by the teachers of the county.

GEORGE Q. RICH spoke from illustrated charts on the "Physiology and Hygiene of the Bones and Muscles." The subject of Geology was discussed by L. J. Rich, in which he treated the globe as a living body, comparing its organs and their functions to those in the animal body. Dr. Ramseyer in lecturing on the human organism especially described the digestive organs, blood circulation, constituents of life, etc.

IOWA.

The teachers' association of Jasper County met Dec. 11. Supt. Cliff opened the discussion on "What can be done to cultivate in pupils a taste for good reading?"

MISS ANNA LYMAN suggested some ways by which a pupil may be led to form a taste for good reading. "Every child is a student of nature. He may be easily led from observing objects in nature to reading books on nature."

PRIN. BELL recommended introducing works from standard authors, such as "Irving's Sketch Book," "Pope's Essay on Criticism," and "Tom Brown at Rugby," as supplementary reading.

A paper, "Devices for Teaching Language," was read by Mrs. Hart, of Newton. "Teach the child to observe by means of object lessons, and to impart the knowledge acquired in oral and written sentences, thus encouraging self-effort. Teachers should be careful to use nothing but pure and correct language before pupils."

MISS ORIE BROWN, of Newton, spoke of "Elocutionary Training as a help to good reading." She gave a number of illustrations of the expression given to words representing different sentiments and emotions.

SUPT. CLIFF spoke on "Theory vs. Practice." "This is a day of action. All are thinkers and workers. The knowledge that we acquire should be definite and practical. We, as teachers, should thoroughly prepare a subject, then we should know that the pupils know it before leaving it."

"How much of technical grammar should be taught in the public school?"—Supt. Miller.

"The correct use of language is not taught by technical grammar, but, rather, by imitation, language lessons, and composition. Technical grammar should not be introduced until the last year of an eight years' course."

The subject of "Free Text-Books" was discussed by Principal Bell. The following are some of the main arguments: "Free text-books could be furnished at one-fifth their present cost. Books which are the property of the school and under the care of the teachers, will last from three to ten years. One set of books may serve two classes. Pupils whose parents are unable to furnish books are supplied." Supt. Cliff added that free text-books would remove the last barrier to compulsory education.

HON. J. W. AKERS, superintendent of public instruction, will spend a large part of the coming winter in lecturing in different parts of the state.

The 85 schools of Hancock County are all in session.

PROF. WELCH's course of study and classification register have been introduced into many of our schools, and with the most flattering results.

The Cedar Valley Seminary of Osage has an excellent class of students this winter. Good work is being done.

STATE SUPT. AKERS called the county superintendents to meet at Des Moines at the time of the state teachers' association. SUPT. WALKER of Floyd Co., had charge of a teachers' excursion to Chicago during the holidays.

MR. J. C. WEBSTER of Granger, Minn., now fills the principalship of the Riceville schools recently made vacant by the resignation of Prof. Taylor of Mason City.

LOUISIANA.

HON. WARREN EASTON, superintendent of public education in this state, spent a part of ten days with us last week visiting the class-rooms, and inspecting the work of this institution. He expressed himself as being much pleased with everything. He has been on a tour thorough the northern portion of this state. Altogether, he says, education is on the boom, the people of Louisiana are taking more interest in it, and are falling readily into the new methods. He reports very favorably concerning every school he visited.

MR. FRANKLIN GARRETT, a citizen and attorney of Monroe, deserves great credit for the interest he has manifested in building up a graded school in that city. There are about two hundred pupils in attendance, and the number still increasing; the faculty consists of nine teachers, who have been selected with great care, the most of them being trained teachers. There is also connected with this institution a kindergarten department, under the management of Miss Spier from Wis. Mr. Harnish of Pennsylvania is principal.

DR. C. D. MAYO, a Boston gentleman, and one who has been lecturing on education for a number of years, is now in New Orleans.

Mrs. NEWTON, a New York lady, has recently given to the Tulane University \$100,000; it is for the purpose of annexing to that institution a department for the higher education of women.

Natchitoches S. N. S. State Correspondent. EMMA OSWALT.

MISSISSIPPI.

The normal school at Troy, Pontotoc county, opened by Prof. H. A. Abernathy and his wife, has been a success. There were enrolled the first year 117 students; the last session enrolled 308. But the best thing about the normal schools is that the people are highly pleased with them. And thus the "new education" is getting into the minds of the people. In a letter Prof. A. says, "A grand upward movement has been made toward a higher education in the south, and I think we already have cause to feel proud of what has been accomplished. We have teachers that would be an honor to any land, who, with their hearts glowing with a noble purpose, will yet astonish our northern friends."

A little farther south, we find the Buena Vista normal college doing a good work. It is a new school, but is not wanting in patronage. Cooper Institute, one of the oldest and best established of the individual schools of the state was compelled to sell out last year to the normal school. Our state superintendent, Prof. Preston, is a live man. It was mainly through his instrumentality that a new and better public school law was given us. It pays the teacher better; but at the same time it calls for better teachers. Better methods of management and better methods of teaching are coming into use daily. The old idea of the "master" and the ferule is passing away. But still the teacher is not well paid, nor are the children well taught. We need more school journals and books on teaching. What we need is light, more light. The Arkansas teacher said what we needed was BRAINS, more brains. But he was wrong. We only need to use well what we have; to open our doors and let in the light, and that is just what we are doing. The old prejudice against northern ideas and Yankee ways is passing away, and we now say let them come. Let us have light. Let us have the new ideas in teaching, in everything.

Iuka. State Correspondent.

G. T. HOWERTON.

NEW HAMPSHIRE.

All the schools in Keene union district began Jan. 3, with the same teachers as last term.

The Keene high school has been presented with the *Scientific American* since 1882.

The new school house in District No. 9, Winchester, was dedicated recently with appropriate services, including speeches, and a poetical chronicle of events which occurred during the location and building of the house, the last by Dr. Taft.

The school board in Marlboro is taking necessary measures to secure the attendance of all who by law are compelled to attend school a certain number of weeks, by notifying the manufacturers not to hire in their mills or shops any persons under 16 years of age without a certificate from them.

The schools of Chesterfield have all commenced with well-recommended teachers. District No. 1 is taught by a young man from Dartmouth; District No. 3, by Miss Emma Houghton, of Brattleboro; No. 10, by Miss Crouch, of Winchester. Frank and Julia Davis, of Chesterfield, are teaching in Hinsdale, Emma Snow is teaching in Westmoreland, and Alma Davis at the Factory Village.

MISS S. ABIE SPOONER, one of Charlestown's most thorough and painstaking teachers, has left there to take charge of her old school in "Eureka" district at Springfield, Vt.

MISS MATTIE M. CHELLIS, of Newport, will go to Colorado Springs as a teacher.

FRANKLIN WYMAN, of Hillsboro Bridge, is teaching the grammar school in Acworth.

Newmarket. Thanksgiving evening, Rev. I. C. White officiated at the ceremony which happily united Frederick W. Doring, principal of the Newmarket high school, and Mary M. Cook, as husband and wife. Among the presents was a valuable and handsome clock, the gift of the members of the high school.

The school in District No. 3, Danville, taught by Miss Susie Clifford, closed the day before Thanksgiving. Miss C. is an able

teacher, and the examination did credit to teacher and scholars. There will be no more school until spring, a fact regretted by all who are interested in education.

The fall term of the Gilmanton Academy closed Dec. 10, with public examinations during the day, and an exhibition by the senior class in the evening.

The *Academy Record* is the name of a paper to be published by the academy students during the winter term. It will be devoted to the interests of the school and its alumni.

CONGRESSMAN HERR, of Michigan, lectured in the Dartmouth College course, Dec. 18. Subject: The Labor Question.

Concord, State Correspondent. ELLEN A. FOLGER.

NEBRASKA.

Hamilton county, Nebraska, has a department for school exhibits in the county fair. Through the efforts of County Superintendent Barton, this exhibit is not only attractive and interesting, but it is raising the standard of work in schools, and rousing a general interest in education.

NEW YORK.

One of the best attended institutes ever held in Saratoga was recently conducted at Saratoga Springs, by Profs. Barnes and Stout.

The Saratoga County teachers' association will meet at Stillwater, Jan. 21 and 22.

The regular monthly meeting of the Yates Co. teachers' association will be held at Branchport, Saturday, January 15. An interesting program has been prepared. The institute will be held in Penn Yan, February 14, Prof. H. H. Landford, instructor. Dr. Milne of Genesee, will be present February 17 and lecture in the evening. Supt. Draper is also expected to be present.

The Montgomery teachers' institute convened at Canajoharie, December 30. One hundred and seventy-five teachers were registered before 12 M., the first day. All present were more than pleased with the instructors, the useful hints and excellent advice given by the conductors, and were unanimous in pronouncing it the best institute ever held in the county. Principals Wheelock, Souder, Cool, Gordon, Swarthout, Weinman, Snell, Service, and Kimball, gave class exercises and many valuable suggestions in teaching their special subjects. On Thursday afternoon Hon. A. S. Draper, superintendent of public instruction, addressed the trustees and citizens of the county. Many of the teachers were so interested in the work that they wished the session might continue another week.

NEW JERSEY.

COUNTY SUPT. MORSE has raised the standard of public schools in Atlantic County. The efficient work being done in the ungraded schools was shown at the graduating exercises of county graduates, held Dec. 23. Original essays were read, which reflected great credit on the authors. The graduates and advanced course pupils numbered thirty-six.

OREGON.

The teachers' institute for the fifth judicial district was held at Oregon City, Dec. 27 and 28. There was a corps of able instructors, and from the program we should judge it was a highly profitable session.

PENNSYLVANIA.

The Perry County institute convened in its thirty-seventh annual session, at New Bloomfield, Dec. 20, 1886. The institute boasted a strong corps of instructors, and the session was one of the most profitable.

The late session of the Clearfield County institute was a grand success. Supt. Matt. Savage made every effort to have the best institute ever held in Clearfield, and succeeded. Dec. 23, the directors held an enthusiastic meeting and discussed many topics in relation to their duties. They unanimously passed a resolution declaring it as their opinion that the good of the schools demanded the re-election of Supt. Savage. Gen. Patton, Congressman-elect from the Twentieth District, delivered an enthusiastic address on the progress of education in the county.

A few years ago, Supt. Patton presented to the town in which he lives, a fine school-house, costing \$20,000.

The next annual convention of the state teachers' association will meet at Clearfield, July 5, 6, and 7. A committee was appointed by the county institute to make arrangements for a fine display of pupils' work at that time.

To show their appreciation of the earnest work of their leader, the teachers presented Supt. Savage with a handsome gold watch and chain. The "Carleton" Reading Circle was started, and the poet requested that regular reports of its work be sent to him.

The thirty-third annual session of the Fayette County institute convened at Uniontown, Dec. 27, and closed Dec. 31. The instructors were Dr. N. C. Schaeffer, of Kutztown state normal, one of the foremost men of the state in educational circles. Prof. W. H. Venable, of Cincinnati, O., gave some very practical talks and plenty of humor. Prof. C. C. Case, of Cleveland, O., aroused the musical talent of the teachers in a way that will greatly benefit the schools of the county in that line. Prof. Case is the best musical instructor that ever came to our county.

The talent of our own teachers must not be overlooked. Prof. R. E. Umbell deserves great credit for the able manner in which he delivered his lecture—"Importance and Improvement of the Memory." Prof. W. S. Bryan, one of the live teachers of the county displayed able talent in "The Successful Teacher." Fayette County has put herself in the front ranks of education by adopting "The Chautauque Teachers' Reading Union" as her course of reading for the next year.

Supt. RYANOUR has ably filled the office of county superintendent for six years. The school directors cannot further the interests of schools better than by re-electing him for this office again. *Scottsdale, Pa.* B. C. S.

The teachers of Schuylkill County held their twenty-fourth annual institute at Shenandoah, December 20-24. The attendance as usual was very large. Supt. Weiss possesses the happy faculty of working harmoniously with his teachers; and with their unanimous co-operation he is enabled to make his institute rank second to none in our state. The instructors were Dr. J. H. Hoove of Cortland, N. Y., Prof. Morse, True Brown of Boston, Supt. Thomas M. Balliet, Dr. N. C. Schaeffer, Prof. E. L. Kemp, and Supt. B. F. Patterson and R. F. Ditchburn. Papers were read and discussed by Col. P. H. Monahan, B. F. Luckenbill, J. H. Hoffman, W. C. Jacobs, Edward McElroy, M. F. Gallagher,

Thomas G. Jones, C. D. Arters, H. Day Gise, J. B. Anthony, F. D. Butler, and Miss Emma Kopp. Class exercises were conducted by Misses Lillian Johnson, Anna C. Ogden, Laura A. Wooley, Maggie Cavanaugh, Ray G. Fowler, Jennie H. Ramage, and Lizzie O'Connell. Schuylkill County has every reason to feel proud of an official so well qualified to discharge the functions of county superintendent as George W. Weiss.

The annual institute of Columbia County was held at Bloomsburg, December 20-24. The instructors were Prof. Silas S. Neff, Miss Matilda H. Hoos, Dr. D. J. Waller, Prof. William Noetting, and Miss Enola B. Guie. A special feature of the institute was the "Directors' Day" exercises at which several subjects of importance were discussed by prominent directors of the county. Under the supervision of J. S. Grimes as county superintendent the schools of Columbia County have made marked and rapid advancement. He deserves and should receive a unanimous re-election when his present term of office expires.

Kingston, State Correspondent.

Supt. M. G. BRUMBAUGH of Huntingdon County, is doing a good work among the teachers. The local institutes held every month are elevating the standard of teaching, and causing the people to become interested in educational topics.

TEXAS.

The high school at Gainesville, under the charge of Prof. McMurray, recently gave a drama, "Our Folks," the proceeds of which went to the school library, which now begins to assume gigantic proportions.

PROFESSORS ORR and LONG are publishing a paper in the interest of their school at Omen.

STATE SUPT. COOPER has become a benedict, the lady fair being Miss Stuart of Marshall.

The report of Supt. Hogg of the Fort Worth schools, for the four months ending December 24, shows an average of 1,549 pupils in actual daily attendance. Thirty nine teachers are engaged in the literary department; there are also a writing-master and two substitutes. The high school promises its first graduates in June. This is the fifth year of the school under the present system; during this period the number of teachers has doubled, the number of pupils has trebled.

MISS NARTIE HARRISON, late of Greenfield, goes to Dallas as teacher in the high school.

The reading circle is doing good work under the direction of Pres. J. E. Dow of Houston.

The Texas Superintendents' Association met in Corsicana, Dec. 28. In the absence of Pres. Cow, Prof. Hand of Corsicana was elected president. Addresses were made by Professors Hand and Moore opening the association. Prof. Bryant of Paris, read an interesting paper on "The State Reading Circle." Prof. Hogg of Fort Worth, lectured at the Opera House on "Federal Aid," supporting in strong terms the Blair Bill. The association adjourned to meet in Dallas next June.

SOUTH CAROLINA.

The joint resolution proposing a constitutional amendment, abolishing the office of county school commissioner, passed the House of Representatives on December 8, by a vote of 88 to 17, and was sent to the Senate. A bill reducing the salary of that office to \$200 and mileage was passed.

WISCONSIN.

P. A. LYNCH, principal of the Oakwood schools, assumes the duties of superintendent of schools in Milwaukee Co., January 1, and J. Kelley succeeds him at Oakwood.

PROF. J. T. KELLY, formerly of St. Francis normal school, has devoted most of his time this season in giving dramatic readings in various parts of the state. Mr. Kelly is an excellent character impersonator and is gaining many admirers in this state. We are sorry to lose him from the profession of teaching, for he has decided to become a disciple of Blackstone.

St. Francis, State Correspondent.

E. A. BELDA.

NEW JERSEY.

In his president's address before the N. J. State Teachers' Association, Supt. C. E. Meleney advocated the formation of a *State Council*, limited in number and composed of the most eminent educators in the state.

He explained that though the teachers met annually and discussed very important educational matters, they had no influence in shaping legislation on school questions, nor in putting into practice what was preached. Consequently the association was powerless and ineffective.

The province of the council should be to consider and act upon educational topics and matters of general interest to the profession at large and to the interests of education in New Jersey in particular. To the council should be referred important subjects discussed by the association. It should put into shape measures to be presented to the State Board of Education and the legislature, and recommendations to the State Superintendent. The state council should not be content with philosophical and pedagogical discussions, but should crystallize the educational thought of the state and of the times.

The president presented a number of subjects that need immediate consideration by the council, which were noticed in the report of the proceedings. At the close of the address a resolution was passed that a committee be appointed consisting of the president and six others, to consider the subjects recommended in the address.

The committee was appointed as follows: Supt. W. N. Barringer, of Newark; Supt. A. W. Edson, of Jersey

City; Prin. C. E. Boss, of Plainfield; Prin. H. E. Harris, of Bayonne; Prin. B. C. Gregory, of Newark; Prin. J. M. Green, of Long Branch; and the president, Supt. C. E. Meleney, of Paterson. The committee subsequently reported in favor of the organization of a council, and the association granted the power to take immediate steps to that end. The committee will hold a meeting at an early day to make preliminary arrangements for the formation of the state council of education.

Another recommendation was to the effect that a standing committee be appointed each year to be known as the committee on educational progress. Its duty should be to report to the association the progress of education in the state during the year. If any locality should be engaged in any notable work, it should be reported for the benefit of the whole state. Progress in music, drawing, manual training, physical culture, or any specialty should be reviewed. Any marked feature in school management should be known. The committee should also report and explain any new school laws, or acts of the legislature, or decisions of the courts that effect the teacher, etc., etc.

The convention unanimously voted that such a committee should be established, consisting of seven members, one from each congressional district. The chair appointed the following: J. M. Green (Third Dist.), S. R. Morse (Second), Edward Kelley (Seventh), W. J. Slattery (Fifth), V. L. Darcy (Sixth), E. C. Beers (Fourth), E. S. Richards (First). The president also appointed a committee to examine and prepare a report of the educational exhibit, which will be published in the report of the State Board of Education. Supt. Jacobus, of New Brunswick, is chairman.

NEW YORK CITY.

PROFESSOR BICKMORE'S WORK.

Professor Albert S. Bickmore has resumed his lectures to teachers at the American Museum of Natural History. His subject was "England—London." His topics will be: "France—Paris," "Germany—Berlin," "Russia—St. Petersburg," "Humming-birds," "Birds of Paradise," "Kangaroos and Opossums," "Elephants and Antelopes," "Sheep and Oxen," and "Swine and Deer." In his report to the legislature, Superintendent Draper of the Department of Public Instruction highly commends these lectures. He says:

The system is new but undoubtedly destined to have an important part in future educational work. The course of lectures (delivered by Professor Bickmore) is eminently attractive and practical, and teachers and those preparing to teach are thus being given the advantages of foreign travel and opportunities for scientific research which they could obtain in no other way. The need of a much larger lecture hall at the museum is sorely felt. If it is provided, the information now being supplied to teachers can be extended to mechanics, artisans, and others, as is contemplated by the second section of the law under which we are proceeding. Much of it would be of peculiar interest to this class of our city populations. Such lectures as the four upon "Food Fishes," and those upon "Coal and Petroleum," "Iron and Lead," "Tea and Coffee," "Indian Corn and Tobacco," "Wheat and Rice," "Sugar and Salt," and many others would prove of great value to them. The city of New York ought to provide accommodations for carrying on this work and very likely will. Steps are being taken to bring this about, which give considerable promise of success.

EDUCATIONAL THOUGHT FROM THE MINNESOTA STATE TEACHERS' ASSOCIATION, DEC. 28, 29, AND 30.

"Public Instruction a Necessity in the Republic." By Rev. Edward D. Neill.

He gave a brief resume of the facts which led up to the formation of the United States and its constitution and that clause of the latter which prohibited the introduction of religion in the schools, which clause was also inserted in the state constitution. He said:

"Schools were not intended to teach religion. The common schools had nothing to do with the other world or in preparing the scholars for heaven. The schools should teach the principles of the moral law. The teacher in the rural district is always a picture of morality. The principles of law taught in the school tend to a better regard for morality and moral principles. The whole northwest is ready to rise up and defend the commonwealth. That was what the schools have taught."

"Inefficiency of the Common Schools." By Hon. H. B. Wilson.

One of the principal causes why the common schools do not progress is that many of the teachers are young ladies who have had no previous training. Some of the ladies did not expect to teach longer than a year, and would then give way to other inexperienced teachers. It will not be long before schools would be taught by young ladies entirely. Some of the districts were too large. The town-

ship system of teaching was reviewed. There was too much of the feeling that the positions of teachers should be kept in certain families. The aunts, sisters, or cousins had to have the schools, whether they were best suited for the positions or not. He thought the public should be educated; and that the idea that all schools were alike, and that so long as they had a school it was enough, should be rooted out.

Hon. D. L. Kiehle paid a tribute to the life and services of ex-State Supt. Burt. He said:

"We all remember him as a man of bright culture, full of Christian spirit, sympathetic, sociable, and appreciative of all matters brought to his attention. We always looked up to him as a man of high character, but into his face as a man on the plane on which we found ourselves."

After touching upon the principal circumstances of his illness and death, Prof. Kiehle concluded by saying that:

"His whole life was pure and unselfish, and we might all be proud of the record of a life similar to that which characterized our departed co-laborer."

"Civics." By J. T. McCleary, Mankato.

After a lucid explanation of the term, Mr. McCleary proceeded to show the necessity of giving it a permanent place among the studies of the public schools. He argued in favor of the study of the government of the various civil divisions of state and nation.

This was followed by a paper on "The School and the Citizen," by Prof. Pearson of Macalaster College. He referred to the limited pay of teachers, arguing that in view of the work they should be more liberally dealt with.

Prof. Charles H. Cooper of Carleton, read a paper on "The Relation of the Study of History to Good Citizenship." He said, "The good citizen is the man who has good judgment welded by a love of country."

"Theory and Practice of Teaching." Read by Secretary Hyde.

The paper was written by Edward Thring, an English professor, whose "Theory and Practice of Teaching" has been adopted by the Minnesota reading circle. The paper was a clear, plain, concise document on the subject of teaching, with suggestions on how to acquire success as a teacher. He divided the subject into, "What All Can Do" and "What All Ought to Do."

Supt. Wilson of Stillwater, delivered an address on the use of the stereopticon in school work. He illustrated the use of the instrument and showed to what advantages it can be used in schools.

"Temperance in the Public Schools." By Charles N. Hewitt, M. D., of the University of Minnesota.

He began by citing a number of definitions of temperance, but he preferred that of Socrates, who said, "He who knows what is good and chooses it, he who knows what is bad and avoids it, is learned and temperate." Dr. Hewitt took that expression as the basis of his address. He thought instruction in temperance should start in the teachers' institutes and normal schools, and from there it should be taken to the public schools. He proceeded to explain how the effects of alcohol should be portrayed. He gave illustrations to show that the teaching of temperance in the school should be about things thoroughly practical and not philosophical. Dr. Hewitt then read an extract from a pamphlet on the subject of "Hygiene and Schools."

Prof. Reynolds presented a resolution at the request of the Women's Christian Temperance Union. It read as follows:

"Resolved, That we recommend the enactment of a law at this session of the legislature requiring instruction in the nature of the effect of alcohol and narcotics on the human system in all schools in the state."

Later in the session this was adopted.

"The College Question." By Supt. B. F. Reynolds, Fergus Falls.

He began with a review of the educational training of the forefathers and the stability of the schools they established. The colleges were under the care of men who worked for the advancement of those who were under their charge.

"Art Instruction in Schools." By Douglas Volk, of the Minneapolis School of Fine Arts.

In the present system of drawing in the public schools, two things were necessary to success in this branch; first, drawing from object lessons; second, good teachers. No system is better than a hard one. Teaching art by text-books was absurd. If he had a choice between one who had ten years' art study from books and one who had never studied art at all, he would choose the latter. Models made by pupils in Felix Adler's New York school for boys were shown as evidence of what could be done by boys thirteen years of age.

"The Schools of Minnesota." By Supt. Kiehle.

In his able address he detailed a plan by which he claimed school could be held in the country districts for more than six months in the year with better teaching than at present. The bills prepared by Prof. Kiehle for the coming legislature were endorsed by the association.

Officers for the ensuing year were elected as follows:

William West, Faribault, president; R. D. Eddy, Rush City, vice-president; H. P. Judson, Minneapolis, recording secretary; S. P. Wilson, Faribault, corresponding secretary; T. H. Kirk, Winona, treasurer; Hon. D. L. Kiehle, Minneapolis, member executive committee; Supt. S. S. Taylor, St. Paul, chairman local committee.

GLEANINGS FROM THE WISCONSIN STATE TEACHERS' ASSOCIATION.

The Wisconsin State Teachers' Association held its semi-annual meeting in the capitol at Madison, Dec. 27, 28, and 29.

"Religion in the Public Schools." By Rev. Chas. S. Lester, rector of St. Paul's church, Milwaukee.

He insisted that the school is not the place for religious culture; that should be furnished in the home and church. Sectarian schools are wrong and un-American. Children are to grow up, live, think, and vote together and any partial seclusion is a crime upon posterity. Teachers should set a good example before scholars and teach them true religion, but the state should never interfere. It is not just to all classes that the Protestant Bible should be read in the public schools.

"Education of the Feeble-minded."

It was suggested that a committee of three be appointed to present this subject at the coming session of the state legislature, and that the teachers use their influence to convince the representatives of the great necessity of such action.

Hon. W. H. Chandler was in favor of a state school. There the feeble-minded could be educated so as to become, at least, semi-self-supporting. In many cases an incipient condition of feeble-mindedness could be overcome, when if left to themselves they would drift into imbecility. Pres. Salisbury said there are three reasons why a state school should be established: 1, because of the relief it would afford to families; 2, it would relieve the community; 3, because it would be a benevolent act towards the children.

"Course of Science Work for Common Schools." By Supt. Anderson.

A plan was outlined for the teaching of science, and the apparatus described, necessary in elementary and high schools. Object teaching should be introduced, but it should not degenerate into mere childish prattle, having language for its aim. Some knowledge of physics and chemistry should precede the study of physiology. Supt. Anderson moved the appointment of a committee, composed of Dr. Stearns, Supt. Keyes, Supt. Beach to accept, complete, revise, or amend.

"Methods of Teaching Atmospheric Movements." By Prof. King, of River Falls.

The subject was illustrated by a series of interesting charts, showing the action of the air under different influences.

"Science Teaching in the High Schools." By Prof. E. A. Birge, of the State University.

He held that the student should be brought face to face with the facts and not rely on what the teacher tells him in regard to them. The student should obtain a knowledge of the underlying principles on which the facts are based. He thought that physics and botany were the sciences best adapted to a successful pursuit in the high school. He held that it is difficult to secure high school teachers who can teach these subjects in a true scientific spirit. He suggested the establishment of a summer school where the teachers could be instructed in those subjects.

"Limitations which the Public School Teacher does well to Consider." By Prof. E. R. Smith, of Manitoba.

The paper was pronounced a very interesting and entertaining one, and we regret that we are unable to obtain some extract.

"Over-Elaboration in Primary Teaching." By Prin. H. J. Desmond, Milwaukee.

His remarks were couched in original and humorous language, and no mere synopsis can do the speaker justice. He held the ideas in common with the body of thoughtful teachers of the dangers and absurdities incident to the new education. He pointed out the following, viz, (1,) there are few things so vicious as the attempt on the part of teachers to coax pupils' attention by supplying a perpetual fascination through devices or personal favor; (2,) instead of leading the class up to higher intellectual levels, the teacher comes down to amuse, below the mental capacity of the pupils; (3,) there is an over elaboration of simple things, with illustrations too numerous and too babyish; (4,) everything is brought ready-made to the mind. Sugar candy teaching in the lower grades means dyspepsia in the upper.

"The Duty of the State in Educational Work." By Rev. Dr. J. L. Dudley, Milwaukee.

"The state," he said "must educate its people. Destroy the public school and the beginning of the end is at hand." He expressed himself as strongly opposed to allowing foreigners to vote without being acquainted with our form of government. The public schools should be schools of regeneration for aliens. The school-room should be marked by high-toned morality, and religion of a non-sectarian kind should be taught.

A paper was read by S. J. Merrill, of Beloit, on the subject of "School Savings Banks in Europe," also one by Supt. Hardy, of La Crosse, on "Civics," extracts of which have not been furnished us.

A committee was appointed to present to the legislature a memorial for an appropriation to arrange and install a Wisconsin school exhibit at the convention of the National Educational Association; to appoint the necessary sub-committees; to disburse money; to assist in exciting the

interest of teachers in the national convention. Another committee was appointed on a summer school of science, to be conducted at the state university during the summer months for the purpose of giving scientific instruction to teachers and to instruct them in the use of scientific apparatus.

MAINE PEDAGOGICS.

The Maine State Pedagogical Society met Dec. 30, 31, and Jan. 1, at Brunswick.

"The Relation of the Schools to the State." By President Thomas Tash, Portland.

"The school belongs to the state, and the state has higher than individual claims. The thought of any age determines the education of the age which is to succeed it. Intelligence widely diffused among people gives strength to the state, adds to its security, and promotes prosperity and happiness. Bearing this in mind, school authorities and teachers will be able better to instruct in schools, so they may better fulfill the objects of their mission—namely, to train for the state citizens physically, mentally, and morally sound."

"Cultivation of Attention." By President William DeWitt Hyde, Bowdoin College.

"Attention is not a ready-made faculty on which foreign tasks may be imposed according to the rules of a system, or the will of a teacher. Attention is simply the mind held to a definite task, and the power to so concentrate the mind is a growth which it is the business of the teacher to foster."

"Professional Reading." By Miss Smith, of the Lewiston high school.

She commended a broader range of reading than required by the branches taught. The successful teacher must be a careful reader of history, a thoughtful student of science, and an ardent lover of literature. One should be thoroughly up in current news, the best magazines, and current literature.

Prof. W. W. Stetson of Auburn also read a paper on this subject, full of valuable hints to teachers.

Discussion: "What Changes are Demanded in the School Law, to Secure Better Work on the Part of the Schools." State Supt. Luce, Augusta.

He recommends, first, that the compulsory term of attendance be increased. That those persons employing children of school age, and those having such children under their charge who fail to send them to school for the time required by law, shall be subjected to heavy fines, and such other inconveniences as shall secure the general observance.

He also urged the necessity of abolishing the district system. The system as now administered permits of a reckless and unintelligent expenditure of funds, an irresponsible and vicious plan of selecting teachers, and furnishes results that are not only a disgrace to the districts, but seriously endanger the system as a whole.

Prof. Richardson, Fryeburg, proved conclusively by the reports of school officers, that teachers were employed in too many instances because they were relatives or friends of agents, without any fitness whatever for the responsible positions they attempt to fill. He ridiculed the idea that district meetings are popular educators.

"The only thing to be said in their favor is, that none of the youths and but few of the adults attend them, that they are both written and oral methods of exposing the ignorance and unfitness of school officers for their duties."

"Reforms in Education." By Hon. O. C. Carrigan, member of the State Board of Education.

He stated that schools could never be free in the largest sense until teachers competent to instruct should be employed for a term of years; until books and materials necessary for the use of the pupil be furnished by the state, and the pedagogue's salary be made commensurate with the work performed.

"The Furnishing of Public Schools." By Hon. Wm. Fredericton, N. B.

It devolves upon the school to make the child's natural powers as perfect and complete as time and circumstances permit. The law of mental development was illustrated, and the limitations which the teacher must wish in the carrying out of this law. Short and irregular attendance interferes with consecutive instructions.

The question of practical education was considered and shown how it might be conducted without disturbing the functions of the school. The manipulating powers could be acquired by popular training in all the manual work of the school until drawing was necessary.

Industrial knowledge could be imparted through many of the reading lessons supplemented by oral instruction. Domestic economy, sewing, and knitting could be taught by female teachers, and suitable work provided for the boys during such exercises. If each teacher had faith in his work, though this ideal might not be reached, the pupils would go forth fairly prepared to act their part in life.

The following list of officers was elected for the ensuing year:

President—G. B. Fisher, Augusta.
Vice-President—E. W. Hall, Waterville.
Secretary and Treasurer—H. M. Estabrooke, Gorham.
Members of Executive Committee—G. A. Phinney, Farmington; Miss Helen W. Fuller.
Member of Advisory Board—L. G. Jordan, Lewiston.
Editor of Journal of Education—W. J. Corbell, Gorham.

BOOK DEPARTMENT.

NEW BOOKS.

THE NATIONAL QUESTION BOOK. A Graded Course of Study for Teachers and Those Preparing to Teach. By Edward R. Shaw. New York: E. L. Kellogg & Co. 354 pp. 12mo. Price to teachers, \$1.50, post-paid.

"How to Make Teaching a Profession" has challenged the attention of the wisest teachers. It is plain that to accomplish this the teacher must pass from the stage of a knowledge of the rudiments, to the stage of somewhat extensive acquirement. There are steps in this movement; if a teacher will take the first and see what the next is, he will probably go on to the next, and so on. One of the reasons why there has been no movement forward by those who have made this first step is that there was nothing marked out as a second step.

This volume is really a contribution to pedagogic progress. It is a question-book and a good deal more. It points out to the teacher a road to professional fitness. If the volume were a question book and nothing more, it would deserve well for it has superior merits as a question book. But it is a good deal more.

In the preface the course of study is given usually pursued in our best normal schools. This proposes four grades; third, second, first, and professional. Then questions are given appropriate for each of these grades. Answers follow each section. It is supposed that a teacher will use the book somewhat as follows:—If he is in the third grade he will put the questions to himself found in this book concerning numbers, geography, history, grammar, orthography, and theory and practice of teaching, and get out the answer. Having done this he will go on to the other grades in a similar manner. In this way he will know as to his fitness to pass an examination for those grades. The author has made a good selection of questions.

There are objections to all question books. If a teacher feels that because he can answer all the questions in this book, word for word, he is fit for the highest places in the profession, he makes a great mistake. The mistake of supposing that ability to answer questions argues fitness for teaching is an old one. This question book is made with a sincere desire to turn the teacher away from this error.

A great effort has been made to get the teacher to go forward; the increase in the reading of educational journals and educational books in reading circles and summer schools means something significant. This work is in line with this series of efforts. It is believed that those that want to advance will buy it.

In the dress and print of this volume the publishers have shown great taste. It is on fine paper, it is in good clear type. It is very substantially bound in solid buckram, imported especially for this volume. It is therefore a very attractive book. Although just published, it is in demand already because of the desire that is abroad among the teachers for improving their standing.

SCHOOL ELOCUTION. A Manual of Vocal Training in High Schools, Normal Schools, and Academies. By John Swett. New York: Harper & Bros., Franklin Square. 400 pp. \$1.25.

This treatise owes its existence to the difficulties met with in the management of a large school, and though not elaborate, is designed for teachers who do not make elocution a specialty. The time allotted to elocutionary drill is nearly always of necessity short, and the author, fully realizing the limitations of teachers in this respect, has endeavored to keep within the bounds of what is possible to accomplish without making elocution a hobby. The salient points of the book are: (1) It takes up what is possible only, without interfering with the ordinary school curriculum; (2) it embraces only what pupils of average ability are capable of mastering; (3) it includes a fair outfit of principles and practice for those who intend to become teachers; (4) it can be effectively used by teachers who are not specialists in elocution; (5) it contains clear and concise statements of rules and principles; (6) it is characterized by the fullness and freshness of the illustrative drill-examples. The body of the book is divided into three parts. Part I, Orthophony and Orthopy. Part II, Principles in Elocution. Part III, Miscellaneous Selections. Under these divisions are subdivisions, which are again divided into chapters. Taken as a whole, the book is a very useful and valuable one.

THE STORY OF GERMANY. By Sabine Baring-Gould, M.A. With the Collaboration of Arthur Gilman, M.A. New York and London: G. P. Putnam's Sons. The Knickerbocker Press. 437 pp. \$1.50.

The story of such a people as the Germans cannot fail to possess intense interest for any one; but for us it has an additional charm, for it is the history of our blood-relations, as we are a branch of the Teutonic family. The volume traces the life of this powerful nation from the time when Rome was baffled by the valiant Hermann, to the time when France fell upon her, and the idea of empire, under William I, became a power for peace and strength. The absorbing story begins with pictures of the surging of the nations—the Huns, the Slavs, Goths, Saxons, and Franks. It tells of the struggles by which the heroes of old brought the great people to its independent life, and recounts the contests of the various Teutonic families. The reader of "The Story of Germany" is brought face to face with problems of the greatest importance, as he sees the deadly earnestness of men, putting forth all the power of their intellect, and the force of their vigorous bodies, intensified by deep-seated religious convictions. The numerous illustrations are excellent, many of them quaint representations of armies in combat, and ancient, walled cities. Lifelike portraits of various kings and queens, generals and officers, are seen. Prince Bismarck's is especially fine.

GREEK LESSONS. Prepared to Accompany the Grammar of Hadley and Allen. By Robert P. Keep. New York: D. Appleton & Co., 1, 3, and 5 Bond St. 237 pp.

As a standard manual of the Greek language, the grammar of Hadley and Allen has won for itself a high position, and these "Lessons" are intended to serve as a companion and guide to the grammar, but not at all to take its place. As a rule, the paradigms will be learned in the grammar, but for the advantage of the beginner some of the earlier paradigms have been given entire in these lessons, and in all cases they are printed in the same type as in the grammar. The rules of syntax are introduced as the need requires, also stated in the language of the grammar. In the exercises, the editor has not confined himself entirely to Xenophonetic words, but has frequently introduced

sentences which might occur in everyday conversation, passages from the New Testament, and extracts from the Septuagint version of the Old Testament. Much thought has been given to the order in which the different grammatical topics are taken up; the constant aim being to lodge firmly each new principle in the pupil's mind. Hence the Third Declension, and other tense-systems than the Present, are postponed. The various appendices will explain themselves, as will also the introduction of a part of the Anabasis in the last thirteen lessons. When the pupil has appropriated these lessons to himself, he will find he has a skeleton grammar all ready for his use or reference.

HOW? OR, SPARE HOURS MADE PROFITABLE FOR BOYS AND GIRLS. By Kennedy Holbrook. Illustrated. New York: Worthington Co., 747 Broadway. 352 pp.

A book of games is hailed with joy by boys and girls generally, and a volume of the size of "How?" so full of games of all kinds, simple and intricate, will be found of great value as well as pleasure-producing. Although this is ostensibly a "boys'" book, still there are plenty of things to be found in it equally useful to girls; and the beauty of the book is, that everything it contains is practical and the result of experience. There is nothing to be found in it the least objectionable to the most careful parent. It abounds in illustrations, many of them full-page, and a glance at the contents gives an idea of the book. Among the many interesting subjects are the following: The Windmill Puppet; Amusing Experiment with Tooth-picks; The Magic Telescope; To Crystallize Grasses, Seeds, etc.; How to Blow Glass. These are a few of more than one hundred and sixty subjects treated in the book, and one of the great charms is the fact that minute directions are given for the making of the many different games and puzzles. The make-up of the volume is good—with large, clear type, heavy paper, distinct illustrations and diagrams. The covers are gaily colored in light-blue and gold.

YOUTH IN TWELVE CENTURIES. Poems by M. E. B. Drawings by F. Child Hassam. Boston: D. Lothrop & Co. 83 pp. \$2.00

This beautiful quarto volume, by Mrs. M. E. Blake, consists of twenty-four poems, elegantly illustrated by twenty-four ideal portraits, representing types of races through more than thirty centuries, the first being Egyptian in the time of the Pharaohs. The entire list of portraits includes ideals of young men and women of China two thousand years ago; lads and maidens of ancient Greece and Rome; of Germany in the Middle Ages; of Spain and France, Scandinavia, Italy, and England. All are clad in national costume, and it has been the aim of the author to make everything as nearly as possible historically correct. The faces are so well represented that no difficulty is felt in deciding upon the nationality. The paper is of the finest quality, cream-tinted; the binding is handsome, cloth, in shades of green, with gilt trimmings. It is a book eminently fitted for a gift.

POCKET ATLAS OF THE WORLD. Illustrated by More Than One Hundred Colored Diagrams. Chicago: Rand, McNally, & Co., 148 to 154 Monroe St. New York: 323 Broadway. 191 pp. 25 cents.

In the small space of 191 pages, this Pocket Atlas contains valuable information on almost every conceivable topic relating to the geography, physical features, and commercial progress of the world. Ninety of the pages are occupied by full-page maps, setting forth accurately the topography of the entire globe. The remaining pages are replete with information of great value, general and statistical. The information regarding the states and territories of the Union is specially full, and a great amount of knowledge can be gained by glancing over its pages. It is, altogether, a little book of permanent value, and for the small sum of twenty-five cents, it would be difficult to find a more useful volume. It is of convenient size for desk or pocket.

KATY OF CATOCTIN, or the Chain Breakers. A National Romance. By George Alfred Townsend ("Gath"). New York: D. Appleton & Co. 567 pp. \$1.50.

Katy of Catoctin is one of the few romances associated with the Civil War,—and it is well called a national romance, for it gathers round a center which, to every true patriot cannot but be fascinating as well as saddening. The book opens with the thrilling attack at Harper's Ferry, and passes on to the close of the war, with its terribly tragic ending,—the assassination of Mr. Lincoln. Its characters are well sustained,—both southern and northern sentiment being plainly and truthfully delineated without partisan feeling or recrimination, while the descriptions of scenery among the mountains and through the valleys are delightful and life-like. The real foundation of the romance was the conspiracy of Booth, in his plans for the abduction, and finally the assassination of the President. Painting with a skillful hand, the author brings before the reader the picturesque western shore from the old Catholic water-tide counties,—the metropolitan life of Washington and Baltimore,—the German valleys and the mountain battle-fields. The numerous characters introduced into the book have an additional charm and interest, because the author not only lived contemporary with them but was an active traveler and sight-seer with and among them, and no natural scene is sketched that did not dwell upon his sight. To be thoroughly appreciated the book must be read.

SHELDON'S WORD STUDIES. Containing Graded Lessons in the Orthography of Words, and Their Correct Use in Sentences. New York and Chicago: Sheldon & Co. 198 pp. 25 cents.

The title of this book points out its general scope and purpose, but a thorough examination reveals its utility and value. It is designed to assist the teacher in his efforts to teach the orthography of the familiar words which are most often mis-spelled, and at the same time add words to the pupil's vocabulary. To do this, the everyday words are written over and over again in sentences. A good deal of space, then, is given in this book to the very necessary dictation exercise. The selections given, and dictation exercises, have been chosen with care, and in all instances present a choice specimen of composition, a beautiful thought, or useful information. Numerous lessons, also, in homonyms and synonyms are introduced, which will enable pupils to construct sentences illustrating the use of words thus contrasted. Near the close of the book there are several lessons on the derivation of words; but previous exercises in the use of prefixes and suffixes having been given with carefully selected root-words, little effort will be required to make the lessons profitable and pleas-

ant. The appendix given will be of great use to the teacher in preparing new lessons in abbreviations, punctuation, and the derivation of words.

MISTAKES IN WRITING ENGLISH, AND HOW TO AVOID THEM. For the use of all who teach, write, or speak the language. By Marshall T. Bigelow. Boston: Lee and Shepard, Publishers; New York: Charles T. Dillingham. 110 pp.

It may be a sufficient reason for the publication of another work on a subject upon which so much has been written, to say, that it is entirely different from most of those which have appeared recently. It is the hope of the author of this little book, that it may prove specially useful to teachers or scholars, as it points out, in a very orderly manner, the errors to which the best writers of English are liable. It is so arranged that any particular subject may be readily found, and so condensed that the substance may be easily reached. A short chapter is devoted to the "Construction of Sentences," and for its length is a thorough treatment of the subject. In the appendix are found rules for the formation of the plural, in which the author has simplified the matter very much, and is in the line of true spelling reform. Rules are found, also, for compound words, and some hints on typographical matter will be found of interest and value.

BOOKS RECEIVED.

Katy of Catoctin, or The Chain-Breakers. A National Romance. By George Alfred Townsend. New York: D. Appleton & Co. \$1.50.

My Land and Water Friends. By Mary K. Bransford. Boston: D. Lothrop & Co. \$1.50.

Children's Ballads. From History; and Folk Lore. By Famous Authors. Illustrated. Boston: D. Lothrop & Co. \$1.75.

Holmes' Calendar for 1887. Boston: Houghton, Mifflin, & Co. 50 cents.

Calendar for 1887. By Mrs. A. D. T. Whitney. Boston: Houghton, Mifflin, & Co. 50 cents.

Sights Worth Seeing. By Those Who Saw Them. Boston: D. Lothrop & Co. \$1.75.

Essays and Postscripts on Elocution. By Prof. A. Melville Bell. New York: Edgar S. Werner. \$1.25.

A Guide to Elementary Chemistry for Beginners. By Le Roy C. Cooley, Ph.D. New York: Ivison, Blakeman, Taylor & Co. For Introduction. 72 cents.

Das Kalte Herz. By Marchen von Wilhelm Hauff. Boston: D. C. Heath & Co. Mailing price, 80 cents.

The Beginner's Latin Book. By William C. Collar, A.M., and M. Grant Daniel, A.M. Boston: Ginn & Co. Mailing price, \$1.10.

Beckonings for Every Day. A Calendar of Thought. Arranged by Lucy Larcom. Boston: Houghton, Mifflin, & Co. \$1.25.

The Science of Utterance. By C. Dean. Chicago.

The Child's Voice. By Emil Behnke and Lennox Browne. Chicago: A. N. Marquis & Co. 60 cents.

Voice Use and Stimulants. By Lennox Browne. Chicago: A. N. Marquis & Co. 60 cents.

The Modern Jew. By Anna L. Dawes. Boston: D. Lothrop & Co. 50 cents.

Elementary Politics. By Thomas Raleigh. London: Henry Frowde. 25 cents.

Poems. By Alexander Pope. New York: Cassell & Co. 10 cents.

The Daily Morning and Evening Companion Calendars. Boston: Roberts Bros. \$2 per set.

Calendarier Francais. Boston: Roberts Bros. \$1.

Ginevra, or The Old Oak Chest. A Christmas Story. By Susan K. Wallace. With Illustrations by Gen. Lew Wallace. New York: Worthington Co. \$1.25.

From Meadow Sweet to Mistletoe. Reproduced from Original Drawings. By Julius Bien & Co. New York: Worthington & Co. \$2.50.

General History Cards. Chicago: A. Flanagan. 50 cents.

The Sentimental Calendar. By J. S. of Dale. New York: Scribner's Sons. \$2.

Combined Number and Language Lessons. By F. B. Guin and Ida A. Coady. Boston: Ginn & Co. Mailing price, 60 cents.

Standard Complete Arithmetic. Combining Oral and Written Exercises. St. Louis: Standard School Book Co.

CATALOGUES AND PAMPHLETS RECEIVED.

Fifth Biennial Report of the Board of Regents and Faculty of the State Normal School, Kansas. A. R. Taylor, Ph.D., President.

Circulars of Information of the Bureau of Education No. 1—1886: The Study of Music in the Public Schools. Hon. John Eaton, Commissioner, Washington, D. C.

Program of the Local Institute and Reading Circle Work of Leavenworth County, Kans. H. C. Speers, Topeka, Kans. 10 cents.

Manual of the Public Schools of Monroe County, Ind. J. B. Hazel, County Superintendent.

Report of Cleveland Public Schools, 1885-86. Hon. B. A. Hinsdale, Superintendent.

Course of Study for the Public Schools of Denel County, Dak. A. A. Merrill, Superintendent.

Catalogue and Proceedings of the Teachers' Institute of Lawrence County, Pa., November 29, 30, and December 1, 2, 3, 1886. J. H. Sherrard, Superintendent.

Non-Resident and Post-Graduate Courses of Study of the Illinois Wesleyan University, Bloomington, Ills. Chas. M. Moss, Ph.D., Dean.

Journal of the Proceedings of the Warren County Teachers' Institute, August 30, 31, and September 1, 2, 3, 1886. C. D. Arld, Superintendent.

Manual of the Course of Study of the Public Schools of Scranton, Pa., 1886-87. Prof. Joseph Roney, Superintendent.

Catalogue of St. Ignatius College, San Francisco, Cal. Rev. J. Sasia, S. J., President.

Twenty-first Annual Report of Baldwin Place Home for Little Wanderers, Boston, Mass. Hon. Warren Merrill, President of Board of Managers.

Twentieth Annual Report of Board of Education of Saratoga Springs, N. Y. Edward N. Jones, Superintendent.

Manual of the Public Schools of La Grange County, Ind., including the Course of Study, 1886-87. E. C. Machan, Superintendent.

Academic Annual of Fairfield Seminary, Herkimer County, N. Y., 1885-86. Dwight D. Warner, Superintendent.

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The Elocutionist's Annual, No. 14. Best Readings from the current literature of the year. Uniform in style and size with previous numbers. Back numbers always on hand. 200 pages. Cloth, 60c. Paper, 30c.

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How to become a Public Speaker. By William Pittenger. This work shows how any person of ordinary public speaker. 12mo. Handsomely engraved cover. Boards, 50c. Paper, 30c.

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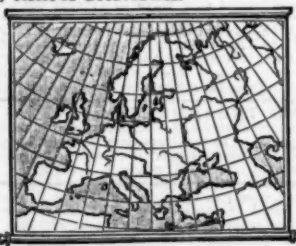
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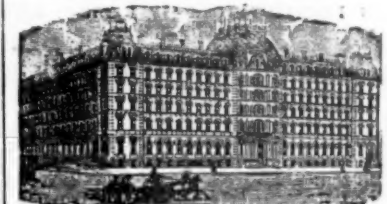
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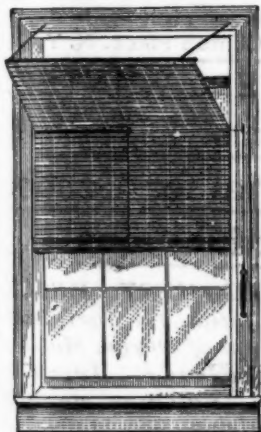
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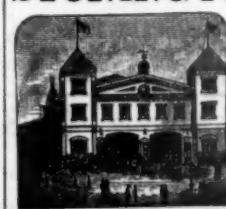
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